DOCUMENT RESUME

ED 330 084 EA 022 807

AUTHOR Nathan, Joe; Jennings, Wayne
TITLE Access to Opportunity: Experiences of Minnesota Students in Four Statewide School Choice Programs, 1989-90.
INSTITUTION Minnesota Univ., Minneapolis. Hubert H. Humphrey Inst. of Public Affairs.
PUB DATE Dec 90
NOTE 94p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Effective Schools Research; Elementary Secondary Education; *Free Choice Transfer Programs; *Nontraditional Education; *Outcomes of Education; Program Effectiveness; *School Choice; Student Reaction
IDENTIFIERS *Minnesota

ABSTRACT

A random sample of over 13,000 students participating in 4 of Minnesota's school choice programs during the 1989-90 school year were surveyed in 4 areas: (1) background and family participation; (2) reasons for participating and decision making; (3) sources for program information; and (4) satisfaction/expectations. The survey was performed to find out what kind of impacts the programs had on participants and the best way to provide students with information. Impacts included dramatic increases in some students' aspiration levels, greater success in school, and significant increases in student satisfaction. The majority of students offered academic reasons for their participation. Recommendations for providing information to students and families include using a variety of methods, recognizing that young people themselves are a resource, and providing information in many different languages. Data are presented in graphs, and the survey itself is appended, showing the percentages of students who responded to each question. (EJS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED330084

Access to Opportunity

Experiences of Minnesota Students in Four Statewide School Choice Programs 1989-90

by

Joe Nathan and Wayne Jennings

Center for School Change
Hubert H. Humphrey Institute of Public Affairs
University of Minnesota
Minneapolis, MN

December, 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Nathan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 022 807

BEST COPY AVAILABLE

Errata

The statement on page 10 "the most frequently cited reasons students gave for choosing a new school involved academics" is correct. However, the percentages of students giving these reasons is understated. The number of students who listed a reason as important, and as the most important, were tallied separately. The correct percentages are as follows

* to help me stay in school 82% ALT, 75% ALC%, 67% HSGI, 16% PSEO.
* to leave a school I don't like, 58% ALT, 54% HSGI, 52% ALC, 27.6% PSEO.
* to change to more individualized learning, 56.7% ALT, 43% ALC, 43% PSEO, 36.5% HSGI.
* to get teachers who are really interested in me 55.6% ALT, 43% ALC 41%, HSGI, 16.2% PSEC.
* to be able to go to school and work 49% ALC, 47% HSGI, 21% ALT, 12% PSEO.
* to reenter school after dropping out 34% ALC, 33% HSGI, 17% ALT., 2.3% PSEO.
* To take courses not available in my school 71% PSEO.

Complete information on these and all other questions appears in the appendix. We apologize for the mistake which appears in the text.

The Humphrey Institute of the University of Minnesota is hospitable to a diversity of opinions and aspirations. The Institute does not itself take positions on issues of public policy. The contents of this report are the responsibility of the authors.

Executive Summary

This study examines experiences of a stratified random sample of more than 13,000 students participating during the 1989-90 school year in several Minnesota programs which expand public school choice.

Programs include include the Postsecondary Enrollment Options (PSEO), High School Graduation Incentives, (HSGI) Area Learning Centers (ALC) and private non-sectarian alternative programs (ALT) contracting with public school districts. The first of these programs is intended for a cross section of public school juniors and seniors; the last three are intended for students ages 12 and older who have not succeeded in traditional schools This study found

* Dramatic increases in aspiration levels among students in several of the programs: Those expecting to graduate from high school and enter college or vocational training increased from 19.4% to 39.5% in one program, from 21.6% to 42.9% in another, and 6.2% to 41.2% in the third.

* Significant percentages of students use option programs to reenter school after having dropped out: 34% in ALC, 33% in HSGI, and 16% in ALT.

* Significant increases in student satisfaction with school: from 62% to 89% in the Postsecondary program, and about 25% to 75% in the other three programs.

* The majority of students offered academic reasons for their participation: Most frequently cited reasons included "to help me stay in school, to get more individualized or personalized learning, to leave a school I didn't like, to get teachers who are really interested in me and how I'm doing," and for the PSEO students, "to take courses not available in my school."

* Students in three of the choice programs reported that the most important information source about the options was "friends:" This was true in ALC, ALT, and HSGI. PSEO students said counselors were the most important source of information, followed closely by friends.

* There was significant participation by students "of color" and students from low income and limited English speaking families in several of the programs

Table of Contents

Executive Summary	i
Table of Contents	ii
Acknowledgements	iii
Introduction	1
Brief History of Choice in Minnesota	4
Student Reactions to Four School Choice Programs	7
Providing Information to Students about School Choice Plans	26
Final Recommendations	27
Bibliography	29
Appendix	30

Note on survey design

About the authors

Questionnaires Used & Student Responses

Area Learning Centers

Alternative Programs

High School Graduation Incentives

Postsecondary Enrollment Options

Acknowledgements

The authors are grateful to many people and organizations.

We appreciate the interest and support of the Joyce Foundation. Bill McKersie, a program officer at the Foundation, recommended this project to the Trustees. The views presented are not necessarily those of the Joyce Foundation trustees or staff.

Minnesota Department of Education staff members Peggy Hunter, Barbara Zohn, and Mitchell White played vital roles throughout the process of developing, distributing and tabulating questionnaires. They did this while managing the choice program, and answering hundreds of questions from Minnesota parents, educators and students, along with almost countless questions from throughout the country. Thanks also to Commissioner Tom Nelson and Deputy Commissioner Bob Wedl for encouragement and advice.

Humprey Institute Dean G. Edward Schuh encouraged research on this issue. However, views presented are not necessarily those of the Dean or Regents of the University of Minnesota.

Nancy Adelman and Rosalund Hamar at Policy Studies Associates, Inc, with support from the U.S. Department of Education helped develop the questionnaires and create the sample of students. Thanks to the Department for its support.

Catherine Alper and Jonelle Ringnalda helped analyze data and design charts.

Advice and assistance from Elaine Salinas of the Urban Coalition was extremely helpful.

Staff members at schools throughout Minnesota cooperated in the distribution and gathering of these questionnaires. These people found time in extremely busy schedules to do "one more thing." We deeply appreciate their assistance.

Finally, our thanks to the participating students. These young people went beyond complaining about school, and looked for new opportunities, new options. Ultimately, the impact of any reform must be measured by its impact on young people. These young people have much to tell us.

BEST COPY AVAILABLE

Introduction

Discussions about improving schools ought to begin with students. Fundamental reform of schools is not really about power, or curriculum, or testing, or accountability: it is about young people. Here are a few stories of real Minnesota youngsters whose experiences are described in this report. In order to understand the report, it's important to begin with people, not numbers.

Stacy, 16, was about ready to drop out of high school and become a drummer in a rock band. She was bright, but ranked in the bottom third of her high school class. Then her mother heard about a law permitting high school students to enroll in college courses. Stacy agreed to try it. A year later she graduated from high school, having also earned 45 credits at the University of Minnesota, with a strong B average. Her mother says "Stacy had the ability to succeed but without an alternative I am convinced she would not have graduated."

Eighteen year old **Chris** had never done especially well in school. "I liked to hang around with my friends and party, but I didn't go to class much. My high school was too big, I just didn't like it." Then a friend told Chris about another, smaller school outside his district about ten miles away. Chris recently wrote that without this the law allowing him to attend this school, "I probably would not graduate. Choice not only gave me a chance to personalize my education, but it also gave me the confidence that I can make something of myself and control my destiny."

Renae, 16, was doing well in her rural Minnesota high school. However, her grades and attitude suffered as her parents faced economic difficulties on their farm. As she put it, "I went looking for love, and instead got pregnant." Some of the teachers and students called her "a slut," or worse. Susan dropped out. Then a friend told her about a school in a nearby town where she could get a second chance. She enrolled, used the state's postsecondary options law to enroll at a community college, and recently graduated. She says "I'm back, on my way in the right direction."

Tashira, 17, would like to be a child psychologist. She likes her large inner city high school, but wanted to take advanced classes in psychology. She enrolled in several University of Minnesota classes. "It's tough, but I learned that I could fit in there," she reports. She plans to enroll full time after graduation.

Jack, 17, drank a lot. Several older brothers and sisters drank. Jack recalls that the first day he walked into the high school, several teachers looked at him, and "didn't look happy to see me." Jack says one of the teachers told him, "Oh yes, we know your family." Jack performed to their expectations. He continued to drink. After several major problems, he was kicked out of the high school. Some time later, he heard about an alternative school. He enrolled, felt accepted immediately, and reports "Now I'm doing really well . . . learning a lot and getting good grades."

* * * * * *

This report describes the experiences of young people such as those described above: the more than 13,000 Minnesota students who used several laws to take courses outside of the public secondary school in their district in the 1989-90 school year. About 5,900 Minnesota students used the Postsecondary Enrollment Options law to take college courses in the 1989-90 school year. Other young people who had not been successful in traditional schools enrolled in public secondary schools outside their district, attended public alternative schools or private non-sectarian schools which operate under contract with a public school district. Between seven and eight thousand students used these laws.

There are many proposed solutions to America's educational problems. Most educators and scholars agree that there is no single strategy which will, by itself, solve all of our student motivation, achievement, and dropout problems. However, there is widespread eagerness to identify programs and policies which can help make a significant impact.

This report describes experience in Minnesota with one widely discussed strategy: expanding school choice. Much of the conversation has revolved around the question of whether competition will stimulate improvement. However, many long time proponents of public school choice do not emphasize competition. They believe a central reason for encouraging educators to create distinctive public schools from which families may select is that there is no one best school for all students or educators. For example, DrMary Anne Raywid of Hofstra University reports,

> There is no one best kind of school for everyone. Accordingly, the deliberate diversification of schools is important to accommodating all and enabling each youngster to succeed. Moreover, youngsters will perform better and accomplish more in learning environments they have chosen than in environments which are simply assigned to them. All three of these basic premises have gathered empirical support over the last several years. (Raywid, 1989, p. 13)

The report discusses two central issues: 1. What impact did several of Minnesota's state wide choice programs have on participating students in the 1989-90 school year and, 2. What are the best ways to provide students with information about various school options?

This report is not a definitive study of Minnesota choice programs. It is difficult to measure changes in state wide student achievement. Although Minnesota participates in the National Assessment of Educational Progress, it does not have a state wide achievement test for all students at certain grade levels, so it is difficult to measure changes in student achievement

Although instruments other than standardized test scores are available, there is a good deal left to learn about school choice in Minnesota. This study does not examine one well-known state wide program, the "School District Enrollment Options," or "open enrollment program." We also did not examine the "secondary impacts" of these programs - what changes, if any, are districts making because students have new options. And as will be explained more fully below, thousands of Minnesota students and educators may select from among various kinds of schools <u>within</u> districts. This report does not look at the impact of "within district" options.

There is much more to "choice" than simply moving from one school to another. In many cases, students attended distinctive public schools which educators had been allowed or encouraged to create. Part of the reason these schools could be distinctive is that they do not have

BEST COPY AVAILABLE

to try to appeal to all teachers or students. As Dr. Charles Glenn, Director of the Bureau of Educational Equity, Massachusetts Department of Education, has written:

> It is clear that choice can do much to promote equity. It does so by creating conditions which encourage schools to become more effective, it does so by allowing schools to specialize and thus to meet the needs of some students very well rather than all students at a level of minimum adequacy, and it does so by increasing the influence of parents over the education of their children in a way which is largely conflict free." (Glenn, 1989)

A Brief History of School Choice in Minnesota

Since the late 1960's, some of Minnesota's school districts allowed educators to create distinctive schools from which families could select. For example:

* Minneapolis began providing options among four different kinds of elementary schools in 1971. The choice system gradually expanded, and today offers more than 35 different options and alternatives.

* In the late 1960's, St. Paul established an alternative program for students who were not succeeding in traditional high schools. In 1971, it started a K-12 Open School. Today St. Paul offers more than 30 different options at the elementary and secondary levels. The district estimates that about 1/3 of its 33,000 students are voluntarily attending a school outside their attendance area.

* During the 1980's, most Twin Cities suburban districts opened options for high school students who were not succeeding.

* During the late 1970's and early 1980's, about 25 rural districts opened alternative schools, either by themselves or in cooperation with other districts. In the early 1980's, public alternative school teachers established the Minnesota Association of Alternative Programs.

These options and alternatives generally were started by groups of teachers, sometimes joining with parents and administrators, to create schools which they thought made more sense for at least some students. As noted above, some of the schools were designed for a particular group of students; others were designed to appeal to a broad cross section of students.

The options in Minneapolis and St. Paul helped each city desegregate schools. Although each city used federal "magnet" school money to create some options, the interest in providing different kinds of schools came before magnet funds were made available and before school choice was viewed as a way to help promote integration.

Minnesota discussed other kinds of school choices during the 1970's and 1980's. A bill permitting a voucher experiment (including private schools) was approved in the Minnesota House in the early 1970's, but defeated in the Senate. In 1984, a bill was introduced allowing vouchers for low income students to attend public or private schools which agreed to meet the same standards as public schools. This bill received a hearing but no vote was taken.

Prior to 1985, Minnesota legislation allowed school districts to enter into agreements regarding transfer of students (and the state funds they generated). Some school districts permitted transfer out for anyone who asked, others considered requests on a case by case basis, and some rarely approved transfers.

In January, 1985, Governor Rudy Perpich proposed a nine part "Access to Excellence" program for Minnesota schools. Key components were:

1. State wide written expectations of students
2. State wide tests of those expectations in three grade levels
3. State increases its share from approximately 65% to 85% of per pupil costs
4. Public school juniors and seniors allowed to attend colleges and universities with state funds following them, paying all tuition, book and other fees
5. Students ages 5-18 allowed to attend public schools outside their district, so long as the receiving district had room and the move did not harm integration efforts
6. A model programs design competition
7. Elimination of burdensome state mandates
8. Funding for staff and program development for each district
9. Management assistance provided to each district.

Response varied to this proposals. The story of the next five years is beyond the scope of this report. Several summaries of that period are available (Mazzoni and Sullivan, 1990, Montano, 1989).

By the fall of 1989, several parts of Governor Perpich's 1985 proposal had been enacted. In 1985, the Postsecondary Enrollment Options law was adopted. More than 25,000 students used this law between 1985 and 1990. In 1987, several laws were passed allowing students ages 12-21 who had not succeeded in one school to attend another, outside their district. (High School Graduation Incentives and Area Learning Centers). The ALC legislation applies also allows people over the age of 21 who have not graduated to enroll in these programs, many of which operate year round. The HSGI law also included provisions allowing school districts to contract with private non-sectarian programs for students who were not succeeding in traditional schools. This report discusses experiences of students using these laws.

In 1987, the Legislature also passed a law requiring all school districts to decide whether they would allow students to leave their district. The following year, the Legislature decided to allow students ages 5-18 to leave their district of attendance without permission of the school board, so long as the receiving district has room and the move did not harm integration efforts. This is the School District Enrollment Options Act, often called the "open enrollment" law.

The Enrollment Options law was phased in: during the 1989-90 school year, students residing in districts enrolling at least 1,000 students could choose to leave without board permission. Beginning with the 1990-91 school year, students in any school district could leave under conditions outlined above.

Approximately 3,200 students used this law during 1989-90. 6,200 applications were received for the 1990-91 school year. Experiences of students using this law are <u>not</u> discussed in this report.

One key issue in discussing school choice has been admissions requirements. Minnesota choice legislation explicitly prohibits school districts from using students' previous academic or behavior record in determining whether to admit them. If there are more applicants from outside the district than available spots, schools must use a random selection process.

Thus, over the last fifteen years, school choice has been exercised in various ways in Minnesota. Numbers of students transferring are often cited to support various points of view on

this issue. Whatever one's view, it is important to understand that thousands of Minnesota students, especially in the state's largest districts, Minneapolis and St. Paul, are choosing among different kinds of schools within their "home" district. The state wide choice legislation simply added new options for young people in the state

Equally important, the state wide choice legislation appears to have had an impact on some school districts. For example, the number of Minnesota high schools offering Advanced Placement courses has doubled over the last five years. More than 60 high schools have established new courses in their buildings in cooperation with post-secondary institutions, where students receive both secondary and post-secondary credit. Some people predicted that providing more public school choice would hinder cooperation among rural schools.. But cooperation has increased signficantly. There is greater concern about the age and safety of school buildings. Many observers think these changes are due, in part, to the fact that students may attend schools outside their district. No one believes these things happened solely because of the new choice laws, but some people believe the legislation helped encourage change.

Student Reactions to Four School Choice Programs

The following pages discuss students' experience during the 1989-90 school year with Postsecondary Enrollment Options (PSEO), High School Graduation Incentives (HSGI), Area Learning Centers (ALC) and private alternative schools, (ALT). Several findings stand out:

1. Significant numbers of participating students come from low income families. 36.9% in the Area Learning Centers program, 38.1 in the private non-sectarian alternative schools, 29.7 in High School Graduation Incentives, and 11% in Postsecondary Option Programs report that they or their families received some form of public assistance or welfare sometime during the last five years.

Exact comparisons with the entire K-12 Minnesota student body are not possible. In 1989-1990, family income, based on federal guidelines, made 112,593 Minnesota students eligible

BEST COPY AVAILABLE

for free lunch; and 39,900 eligible for reduced lunch., a total of 152,493 students. The K-12 public school enrollment in 1989-90 was 732,206, so 21% of the students were eligible for free and reduced cost lunch programs.

2. Students who say they and their families do not speak English at home appear to be over-represented in each of these programs. 21.6% of private alternative school students, 9.4 % of High School Graduation Incentives, 9.3% of Area Learning Centers, and 7.7 of Postsecondary Options Program answered "yes" to the question "Do you and your family speak a language other than English at home?"

In 1989, 19,989 of Minnesota's 732,206 K-12 students were judged "limited English proficient" or "English as a second language" students. This represents 2.7% of the students. (Mn. Department of Education, 1990). The Department of Education does not know the percentages of families where English is not spoken in the home. However, it appears that students whose primary language is not English are over-represented in these programs.

3. The majority of students enrolled in three of these programs do not live with both parents. Less than half of the ALC, HSGI, and ALT students live with both parents. About 54% of the PSEO students live with both parents. Almost 20% of the PSEO students live either with friends or by themselves (see figure 4)

4. Racial diversity of the programs varies widely. Approximately 9.24% of Minnesota's 1989-90 K-12 enrollment were "students of color." (African-American, Hispanic, American-Indian, or Asian American). About 8.00% of high school juniors and 7.24% of high school seniors are "students of color." They represented 9.5% of participants in ALC, 49.8% of ALT, 9% of HSGI and 6.2% of PSEO.

5. There were dramatic increases in aspiration levels among students in several of the programs. Anticipated high school graduation and entrance into college or vocational training increased from 19.4% to 39.5% in ALC students, from 21.6% to 42.9% among HSGI students, and from 6.2% to 41.2% among ALT students. These are major changes in student attitude (see figure 20).

6. Significant percentages of students used several programs to return to school after having dropped out. 34% of ALC, 33% of HSGI, and 16% in the private alternative schools. State Department figures show that almost 7,000 students used the ALC program. This suggests these programs are having an important impact in a state which already has a 91% graduation rate.

7. There were major increases in student satisfaction with school occurred. The percentages of students saying they were "satisfied" or very "satisfied" increased from 22% to 77% among ALC students; from 20% to 78% among alternative school students, and from 25 to 75% among HSGI students. Satisfaction increased from 63% to 89% among PSEO participants (See figure 14).

8. The vast majority of students reported greater success in school. Improved satisfaction, such as that reported immediately above, does not necessarily mean students are more successful. However, students in three of the programs reported much more success. 84.3% of the ALC students, 86% of the alternative school students, and 73% of the HSGI students said they are more successful after transferring. In PSEO, 31% say they are more successful now, 57.5% say they are about as successful as they were before, and 7.0 say there were more successful before (see figure 15).

There are several possible interpretations of the Postsecondary Options data. Most of the students in Postsecondary Options were doing reasonably well in their high school. So the fact that 57% are doing about the same could mean they are earning about the same grades, (which would be good), or learning about the same amount. Further study would be useful.

9. The single most frequently cited source of information about the options was their friends. Friends were the most frequently reported source of information for all of the programs except Postsecondary Options. Counselors were the most frequently cited source of information about Postsecondary Options, followed closely by friends (See figure 12).

In small group discussions held before the surveys were developed, students predicted this would be our finding. Young people who had not been successful in school eloquently described the lack of faith and trust many of them have in authorities. They tend to rely much more on what they hear from friends.

This finding has major implications for any attempt to provide information about options to students who have not done well in traditional schools. Based on the students' recommendations, the Department of Education worked with other state agencies to involve youth from several area learning centers in talking at conferences, and on radio programs, about their experiences. More should be done in this area. Several students suggested that young people could be hired to help distribute information at rock concerts and other places where youth gather.

10 . The most frequently cited reasons for transferring involved academics. The most frequently cited reasons students gave for choosing a new school are:

* To help me stay in school, (56% of ALT, 54% of ALC, 49% of HSGI), to leave a school I don't like (51% of ALT, 45% of ALC, 42% of HSGI, To change to more individualized learning, (50% of ALT, 32% of HSGI, 38% of ALC) To get teachers who are really interested in me 51% of ALT, 39% of ALC, 37% of HSGI, To be able to go to school and work, (18% of ALT) To re-enter school after dropping out, To get away from friends who were a bad influence.

For PSEO students, the most frequently cited reasons were to take coures not avaiable in my school (50.3) followed by to change to more individualized or personalized learning (35.3) and to avoid being bored. (31.7).

We do not see this report as a final statement about Minnesota's public school choice laws. We hope the report is useful.

MINNESOTA SCHOOL OPTIONS
STUDENT SURVEY RESPONSES

INTRODUCTION

Students currently enrolled in public school choice programs were asked to complete surveys regarding their experiences with those programs. The survey was designed to find out what type of students enroll in choice programs, what type of programs serve the needs of these students, how students find out about the programs, and how well the programs serve students. This information will be used to develop and refine public school choice programs including communicating their availability.

Surveys were given to students in four public school choice programs which are designed to meet the needs of specific groups of students. Three of these programs (Alternative Schools, Area Learning Centers, High School Graduation Incentives Programs) are designed to assist students who are struggling at their former high school or have dropped out of school. The other program (Postsecondary Enrollment Options) is designed to allow juniors and seniors to take college classes as part of their high school education.

The task of this study is to identify trends among the four programs; determine student characteristics, program experiences, advantages/disadvantages, and overall satisfaction/dissatisfaction with each of the programs; determine differences among the groups; and ascertain program and communication methods that best serve the needs of low income and ESL students.

This report addresses the four areas of the survey given to the students.

1. **Background and Family Participation**
2. **Reasons for Participating and Decision Making**
3. **Sources of Information about the Program**
4. **Satisfaction/Expectations**

This report addresses common trends and group differences in these four areas. Specific information regarding program characteristics that meet the needs of low income and ESL students and communication methods that best serve this group are addressed in the summary section of this report.

In the text and graphs that follow, the Area Learning Centers are abbreviated as ALC, the Alternative Programs as Alt, the High School Graduation Incentives Programs as HSGI, the Postsecondary Enrollment Options as PSEO.

BEST COPY AVAILABLE

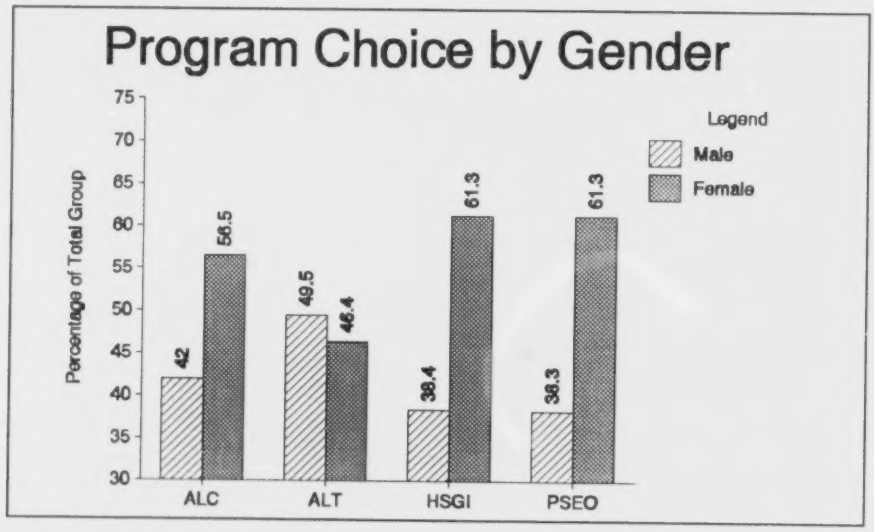
1. BACKGROUND FAMILY INFORMATION

SUMMARY: In viewing overall trends, students who completed the survey are mainly white and female from a mix of urban, rural, and suburban settings. They completed between ten and twelve years of school and attended a conventional public school before they switched to their current program. The data show that significant numbers of students come from families who have received welfare or general assistance in the past five years.

Gender

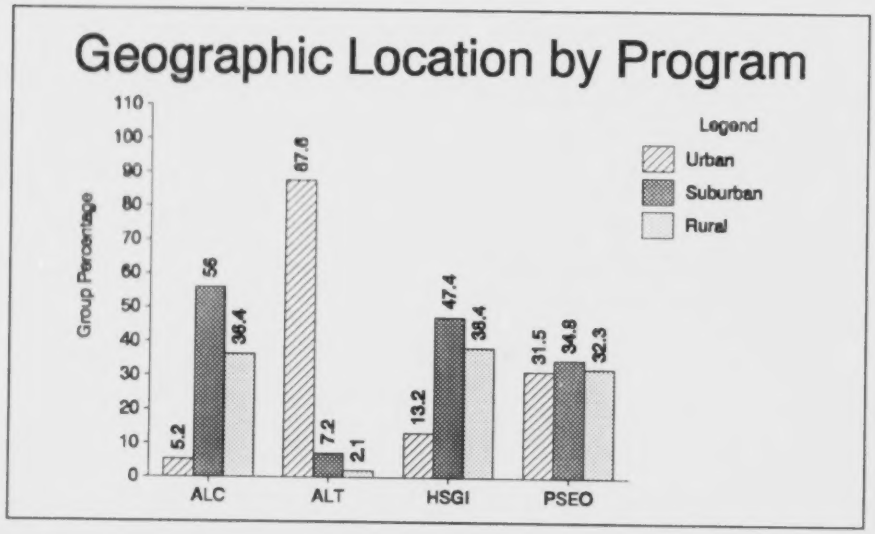
All of the programs except ALT have more female participants than males. **(see Fig.1)**

Figure 1



Geographical Location

Figure 2

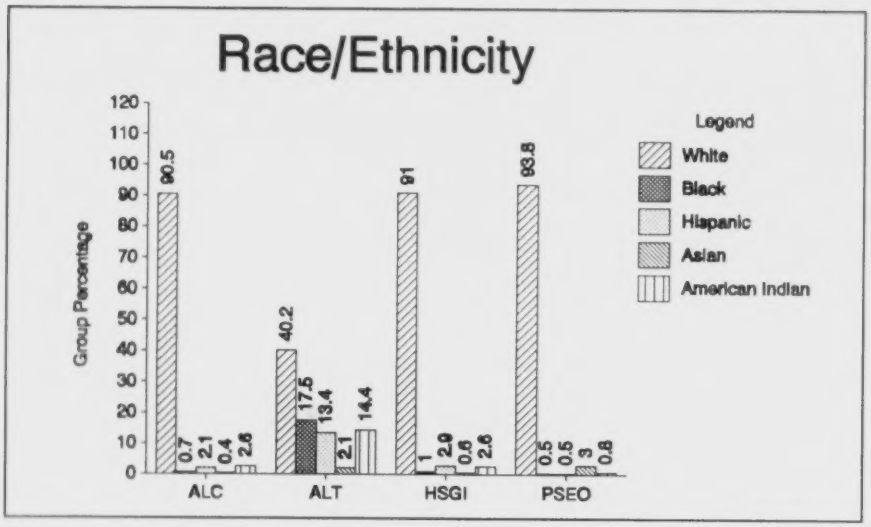


Each program serves a larger number from one specific geographic population. The ALC program serves mostly suburban and rural students. The ALT program serves primarily an urban population. The HSGI program serves mostly suburban and rural students. The PSEO program serves a fairly evenly mixed population. **(Fig. 2)**

Race/Ethnicity

The students in these programs are predominately white with ALT showing the greatest diversity. The diversity in the ALT program population reflects the diversity in the urban population where most ALT programs are found. **(Fig. 3)**

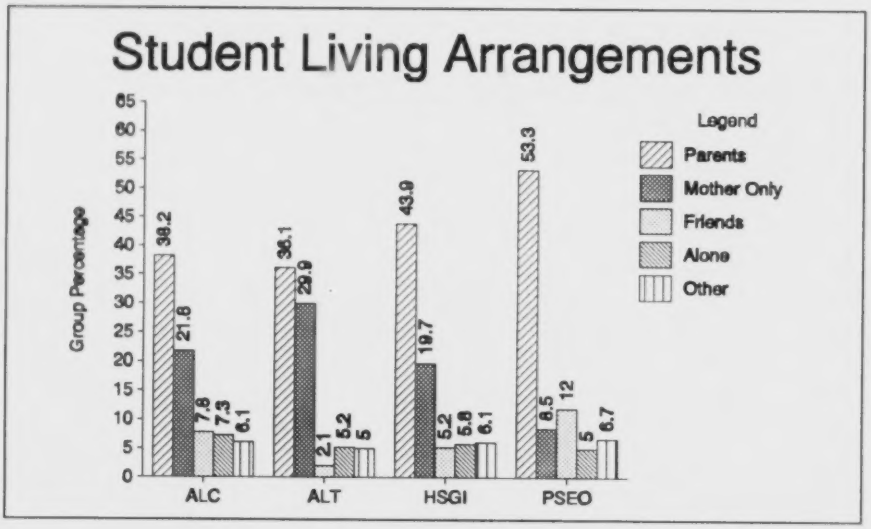
Figure 3



With Whom do These Students Live

Most students in the four programs live with their parents or mother only with a lower number in the other three categories. **(Fig. 4)**

Figure 4



Family Welfare History

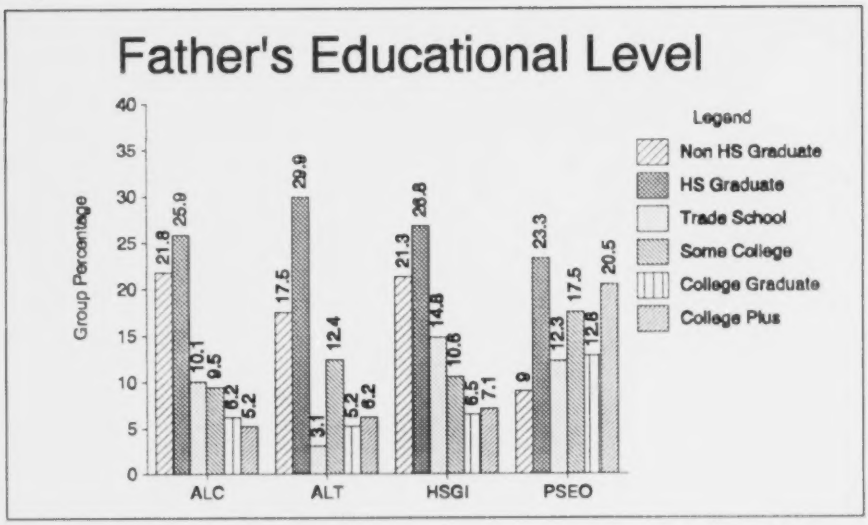
The ALC, ALT and HSGI groups show a relatively high number of families on welfare within the past five years.

ALC 36.9% ALT 38.1% HSGI 29.7% PSEO 11.0%

Parent Education

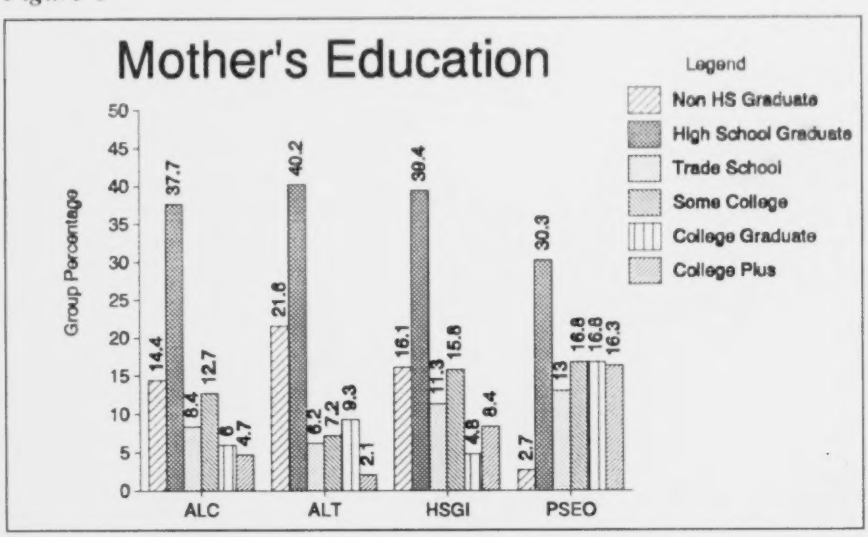
Although parents for most of these students fall in the "completed high school" category, the range and skew is different among the groups. Parental education for the ALC and ALT groups peaks in high school, but is skewed toward less education.

Figure 5



Parental education for the HSGI group peaks in high school and extends in both directions. Parental education for the PSEO group peaks in high school, is skewed toward more education, and has another peak in "more than four years of college." **(Fig. 5 & 6)**

Figure 6



Home Language

Most of the students come from families where English is the language spoken at home. The percentage of non-English speaking families is highest in the ALT group.

<u>English as the Language Spoken at Home</u>

ALC 90.7% ALT 78.4% HSGI 90.6% PSEO 92.3%

Drop Out History

The three programs that are aimed at the struggling student, ALC, ALT, and HSGI, all show high past drop out rates, while the PSEO program shows a very low past drop out rate.

The percentages of students from each group who had stopped attending school in the past are:

ALC 60.6% ALT 49.4% HSGI 57.4% PSEO 8.3%

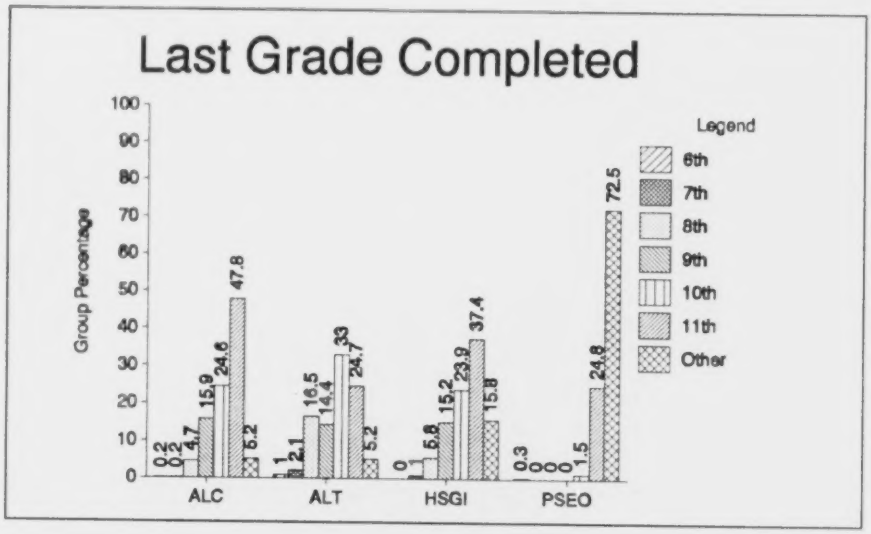
The specific question was, "Have you ever stopped attending school during the school year for any of the following reasons?" Their responses in numbers (not percentages) are as follows:

	ALC	ALT	HSGI	PSEO
Yes, I chose to drop out	138	11	59	10
Yes, I was expelled	31	6	14	0
Yes, I felt pushed out	27	4	17	2
Yes, for other reasons	129	27	88	21
No, I have never stopped attending school	184	47	122	362
(multiple responses)	16	2	6	0
(missing responses)	11	0	4	5
Totals (yes responses)	325	48	178	33

The programs enrolled 584 students (unduplicated count) who had at one time stopped attending school.

Last Grade Completed in School

Figure 7



The data does not include participant age information, so it is impossible to tell if a low grade completed is based on poor school performance or the youth of the individual. The ALT program shows the highest diversity and the lowest range in grade completed. The PSEO group shows the highest grade completed. The "other" category in the data includes students who have completed either less than six or more than eleven years of school. Given that the groups that are skewed toward high grades completed are the groups that have high "other" scores, this category probably reflects students who have completed twelve years of school. **(Fig. 7)**

The data show that the programs served to recover many students who dropped out of school. Students were asked, "Which of the following reasons were important to you in your decision

BEST COPY AVAILABLE

to change school programs?" The percentage answering "To re-enter school after dropping out" are:

ALC 34.5% ALT 16.5% HSGI 33.2% PSEO 2.3%

The actual numbers (not percentages) answering "To re-enter school after dropping out" are:

ALC 185 ALT 16 HSGI 103 PSEO 9 (Total 313)

Former School Attendance

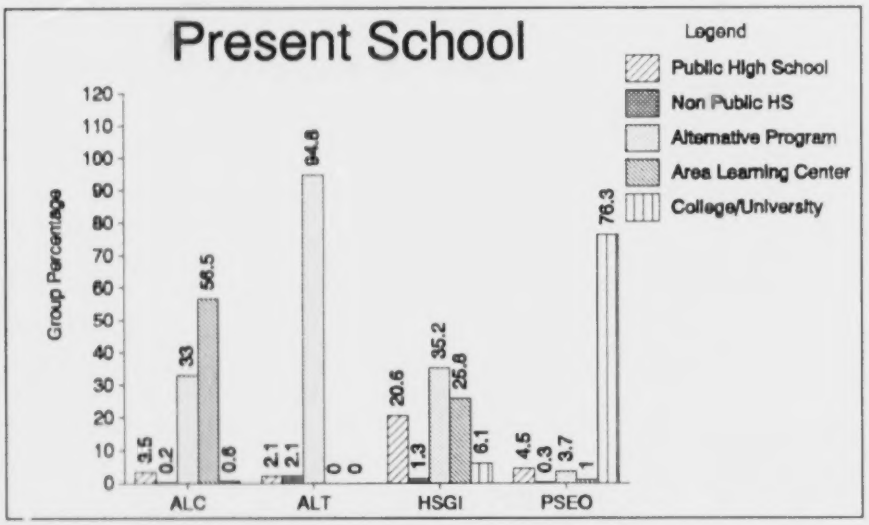
The majority of all four groups attended a traditional high school before switching to one of the optional school programs:

ALC 91.4% ALT 89.7% HSGI 89.7% PSEO 95.0%

Present School Program Attendance

The students now attend a variety of school program types. The only group for which the type of school attendance doesn't match the type of school indicated by the program name is the HSGI group. **(Fig. 8)**

Figure 8

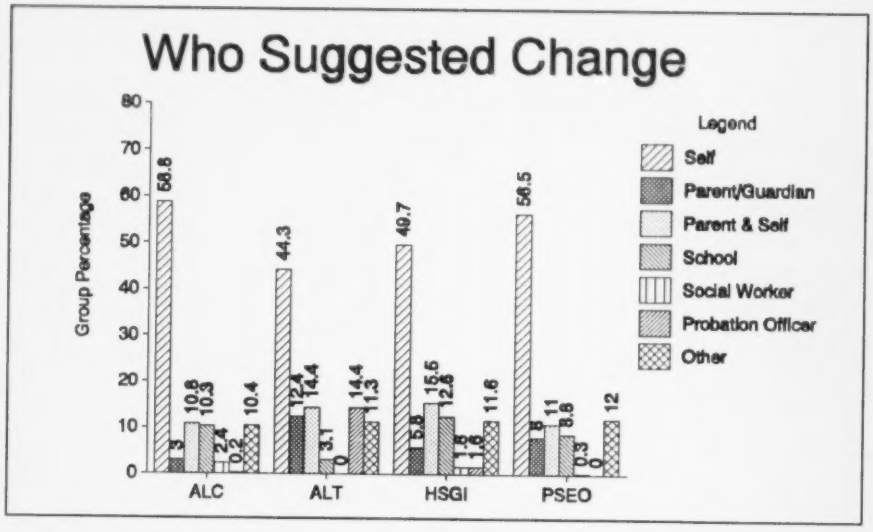


2. REASONS FOR PARTICIPATING AND MAKING DECISION

SUMMARY: In viewing overall trends, most students who completed the survey had the initial idea and made the final decision to try an optional school program. They received consistent support from parents and friends when making this decision and had a number of reasons for making the decision including: in order to stay in school, to leave a school they didn't like, to find a more individualized program, and to get teachers who showed more concern for their success.

Deciding to Try an Alternative Program: First Idea and Final Decision

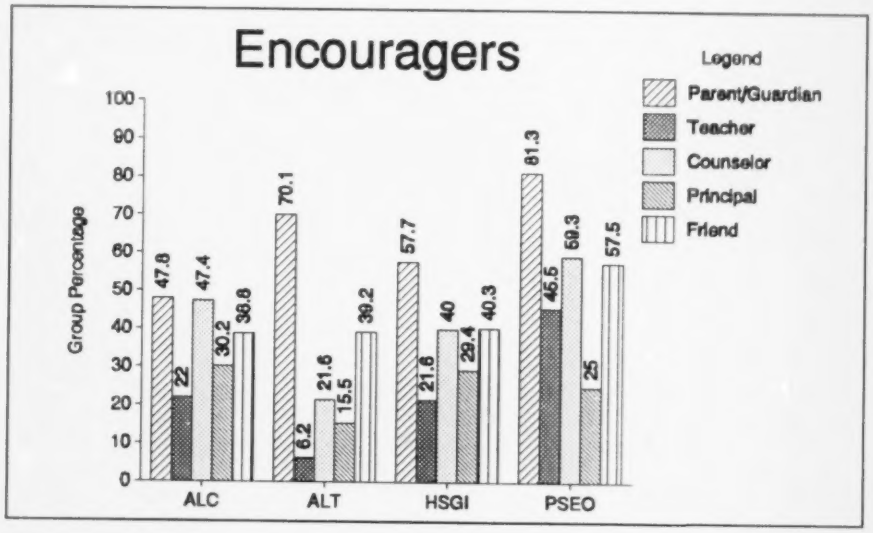
Figure 9



The patterns for who first thought of trying an alternative program and who made the final decision are very similar. The number one initiator and final decider is "myself" with "myself and my parents" as the number two decider. The school and social workers received low marks in both idea initiator and final decision maker. Probation officer is indicated as idea initiator and final decision maker for some of the students in the ALT group. **(Fig. 9)**

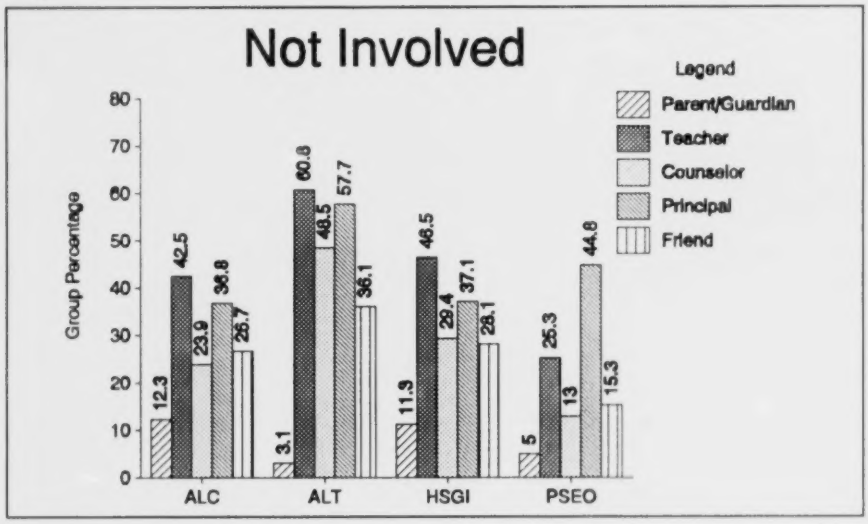
Encouragers and Disinterested

Figure 10



Students were most likely to receive encouragement from their parents and friends. Other key encouragers included counselors and principals. Teachers scored low as encouragers for the ALT, ALC, and HSGI groups, but high for the PSEO group. The ALT group felt the least encouragement and greatest apathy (the highest number of people who were not involved in their decision), while the PSEO group felt the lowest apathy. **(Fig. 10 & 11)**

Figure 11



Reasons for Making the Decision

There was agreement by all four groups on the reasons for changing school programs. The numbers for the three struggling students groups (ALT, ALC, HSGI) were higher (more intense) than those for the PSEO group.

Reasons given by all groups for deciding to change programs include:

* To help me stay in school;
* To leave a school I didn't like;
* To change to more individualized learning; and
* To get teachers who are really interested in me.

Reasons given that were high for select groups:

* High for ALC, ALT, HSGI—To be able to go to school and work;
* High for ALC, and HSGI—To re-enter school after dropping out;
* High for PSEO—To take courses not available at my school;
* High for PSEO—to avoid being bored;
* High for ALT— To get away from friends who were a bad influence.

Experiences at the Former School

Students from all four groups felt that at their former schools:

* They got along well with teachers;
* Discipline was fair;
* They were not picked on by teachers or other students;
* They felt safe at school;
* Classes were not interesting and challenging; and
* School did not interfere with work.

On the following issues, students in the ALC, ALT, and HSGI programs had similar beliefs. These views were not shared by the PSEO students.

* Students often disrupted class;
* Teachers were not interested in me;
* When I worked hard teachers did not praise my effort;
* Teachers did not listen to what I had to say; and

* I did not receive adequate support in choosing courses.

The following issues received mixed responses:

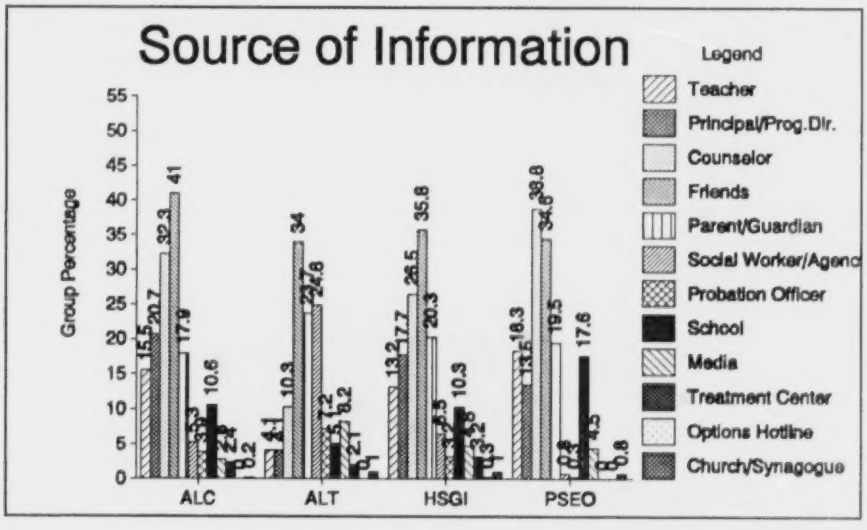
* ALC, and HSGI students believed that classes repeated information they already had. ALT and PSEO students did not share this belief.
* ALC, HSGI and PSEO students believed that counselors were helpful to them. ALT students did not share that belief.

3. SOURCES OF INFORMATION ABOUT THE PROGRAM

SUMMARY: In viewing overall trends, most students who completed the survey received information about optional programs from friends. Counselors were also a source for many in the ALC, HSGI, and PSEO programs. Parents, too, seem to be a good source. The students did not have problems in getting information about these programs; however, most students from all groups agree that in their efforts to get information, their former school was not among the most helpful.

Sources of Information

Figure 12

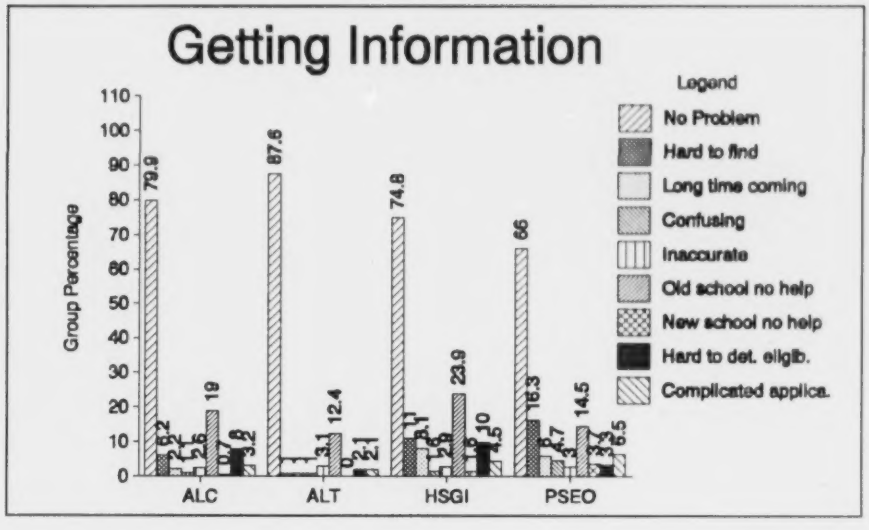


The one substantial common source of information for all four groups was friends. Sources of information that were relatively high for most of the groups include: counselors, teachers, principals, and parents. Sources of information that were low for most of the groups include: welfare/social worker, probation officer, printed information, meetings, community agencies, drug/alcohol treatment center, OPTIONS hotline, media (radio, TV, newspaper), and church or synagogue.

One group emerges as unique in the way they found out about the program. The ALT group scores probation officers, media (radio, TV, newspaper), and community agencies higher than the other three groups do. This group also scores teachers, counselors, and principals lower as sources of information than do the other three groups. **(Fig. 12)**

Problems in Getting Information

Figure 13



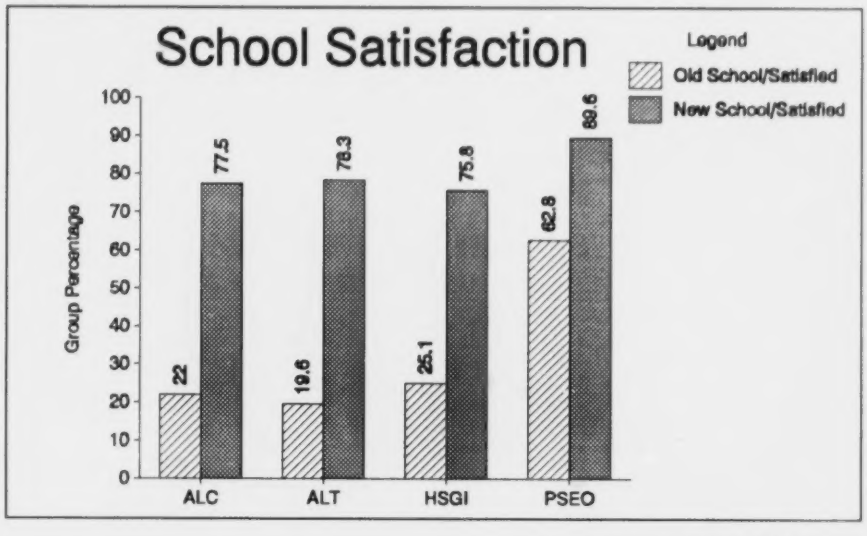
Most of the students did not have any problems getting information about the optional programs. About twenty percent of students in all groups agreed that in their efforts to get information, **the former school was not very helpful.** A larger number of students in the HSGI group reported some problem in finding out if they were eligible. More students in the PSEO group reported difficulty in finding out where to get the information. **(Fig. 13)**

4. SATISFACTION/EXPECTATIONS

SUMMARY: In viewing overall trends, most students who completed the survey are very satisfied with their new school program and were dissatisfied with their old school. Most students report doing better in their new school program and perceive benefits and few problems in making the change to a new program. As a result of switching to a new program, expectations for their own future changed. The programs recover students who had dropped out and did not plan to return. Students now plan to complete their high school education through these programs and to attend post secondary programs.

Satisfactions: Old School versus New School

Figure 14



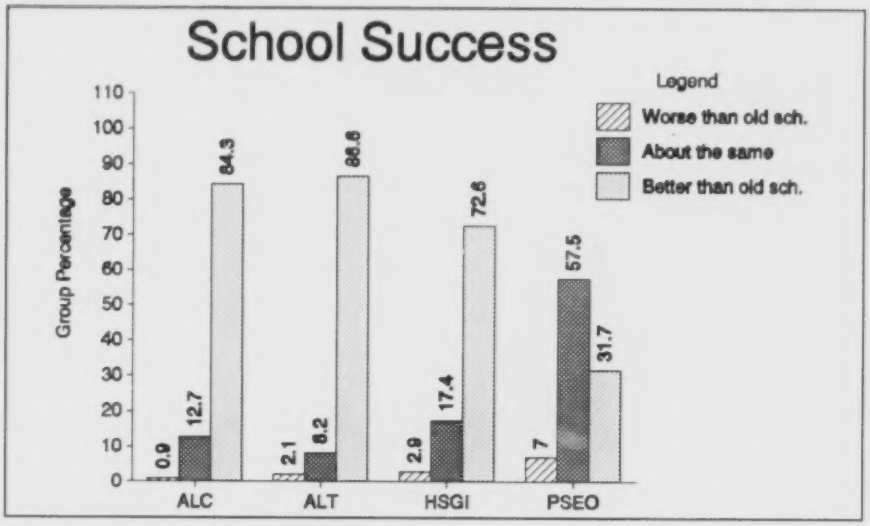
All groups show high satisfaction with their new school program. For three of the groups, ALC, ALT, HSGI, this is a major change from feelings about their old school. Satisfied and Very Satisfied data are combined. **(Fig. 14)**

BEST COPY AVAILABLE

Success at the New School

Figure 15

Most of the individuals in the three groups, ALC, ALT, and HSGI, reported doing better at their new school program; more of the PSEO group reported doing the same at their new school program as at their old school. **(Fig. 15)**



Benefits from Changing School Programs

The benefits from changing to the new school program received extremely high scores; often more than fifty percent of the students responded that a particular benefit was important to them. The benefits for the ALC, ALT and HSGI groups were rated higher (often in the 50% to 75% range) than the benefits for the PSEO group (often in the 30% to 50% range).

Benefits rated high by all groups:

* I have more in common with other students;
* My classes are smaller;
* I can proceed at my own level and pace;
* Teachers make classes apply to real life;
* I am learning more in my new program;
* I feel better about myself and my abilities;
* I feel I will be better trained for a job;
* I am able to go to school and hold a job;
* I am being treated as a capable and worthwhile person;
* I have more friends; and
* I take responsibility for my own schooling.

Benefits rated high by ALC, ALT and HSGI but not PSEO:

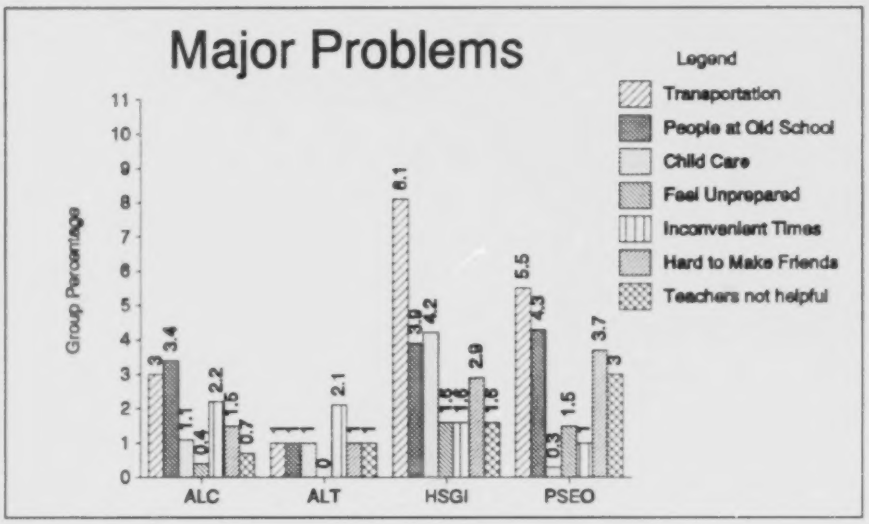
* I come to school more regularly;
* I have fewer school problems;
* My teachers and counselors take more time with me and understand me better;
* My basic reading and math skills have improved;
* I feel more sure I will finish high school; and
* I get along better with my family.

The only item that received low benefit scores was "able to go to school and take care of my children." This could be low because few students who returned the surveys have child care needs.

Problems in Changing Schools or in Attending the New School Program

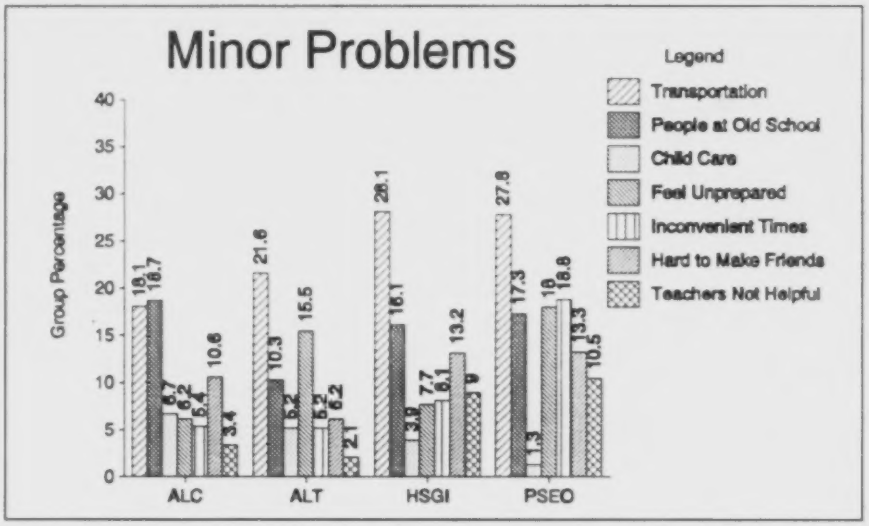
There were few problems reported in changing schools or in attending the new school program. Most problems reported were considered minor. The two most common problems were transportation difficulty and interference from people at the former school.

Figure 16



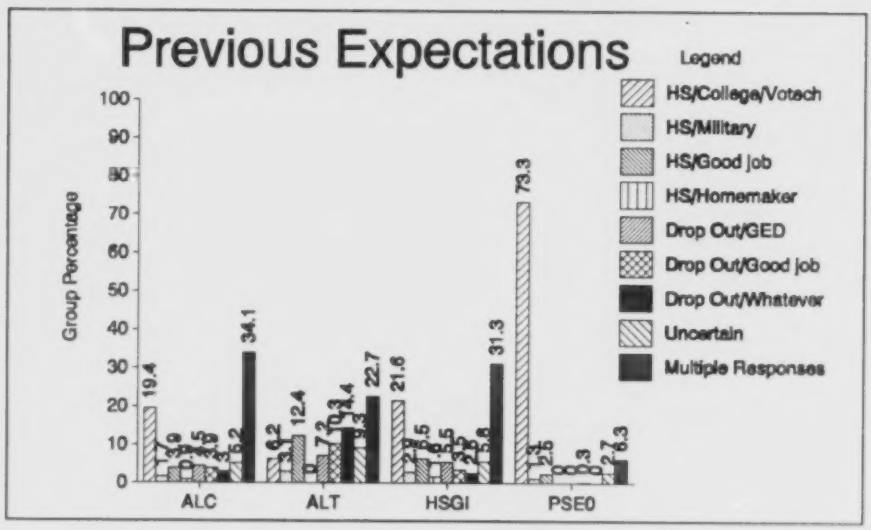
The PSEO group, which indicated the least benefits from changing programs, also reported the most problems. The problem areas noted, especially when scores for major and minor problems are combined, do indicate some areas for program improvement. **(Fig. 16 & 17)**

Figure 17



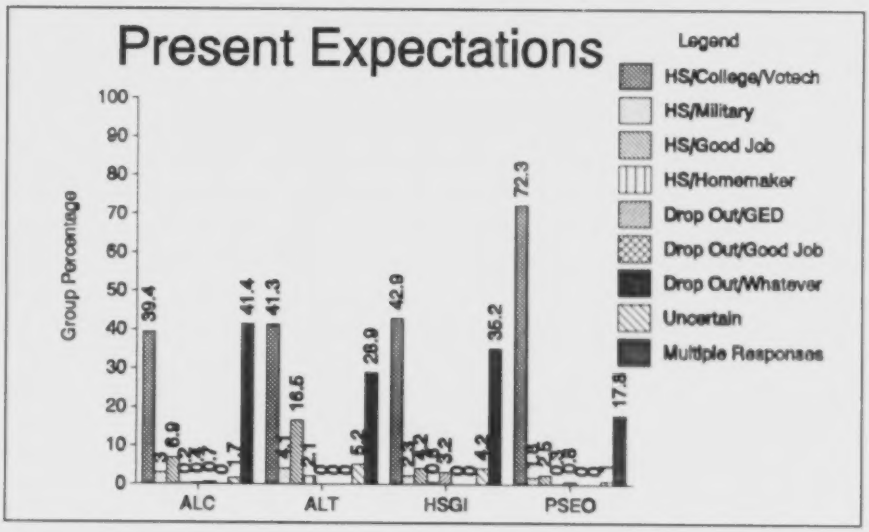
Expectations for Your Future

Figure 18



One of the most significant results of this survey was the change in expectations in the students in the ALC, ALT, and HSGI groups. For these struggling student groups, changing programs has dramatically increased the number of students planning to finish high school and/or go on for further schooling and decreased the number of students planning to drop out of school. In this analysis, the responses for planning to graduate and enroll in college or enter vocational/technical training are combined. **(Fig. 18 and 19)**

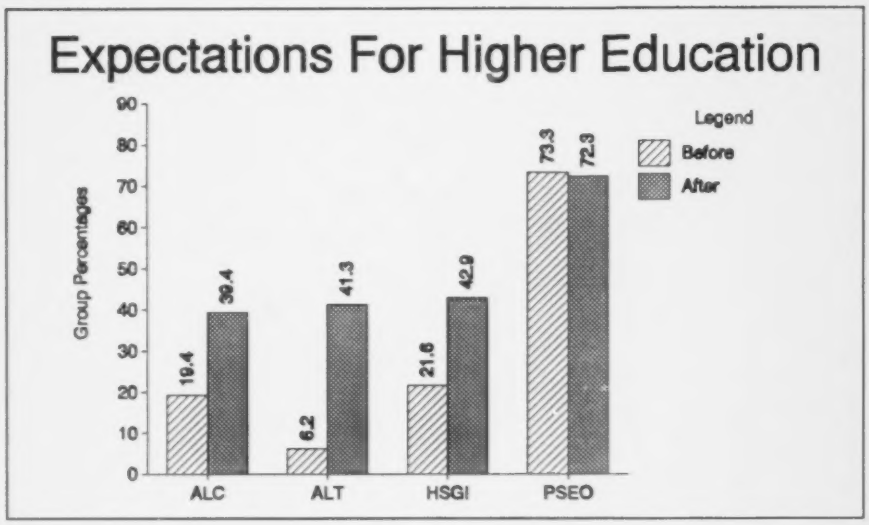
Figure 19



The PSEO group showed little change in their future plans as a result of attending the new program, probably because their plans already included post high school education. **(Fig. 18 and 19)**

Expectations for Higher Education

Figure 20

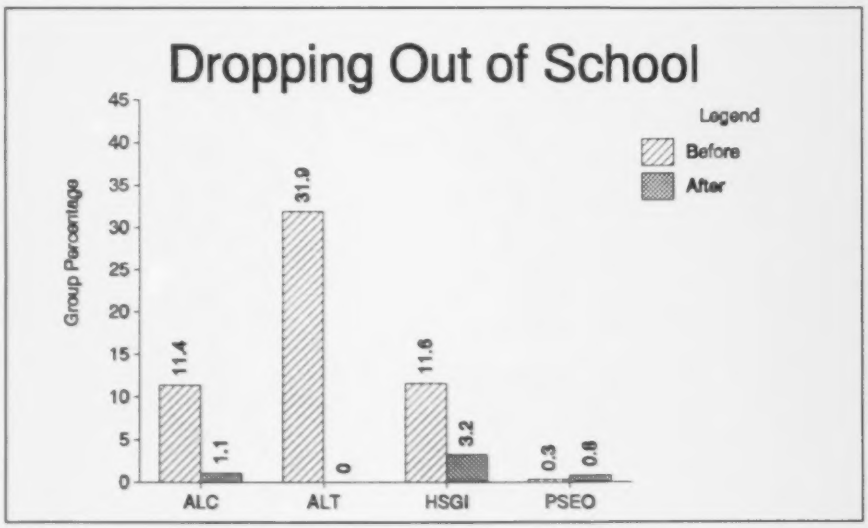


Dramatic differences become apparent when the before and after responses are compared (before changing schools versus now enrolled in one of the programs). In this analysis, the responses for planning to graduate and enroll in college or enter vocational/technical training are combined. **(Fig. 20)**

For the ALC group, anticipated high school graduation and college or vocational/technical training increased from 19.2 to 39.4%. The ALT group increased from 6.2% to 41.2%. The HSGI group increased from 21.6% to 42.9%.

Plans to Drop Out of School

Figure 21



Important differences appear regarding plans to drop out of school when the before and after percentages are compared. For the ALC group, dropping out as a solution decreased from 11.4% to 1.1%; The ALT group decreased from 31.9% to 0%; The HSGI group decreased from 11.6% to 3.2%. **(Fig. 21)**

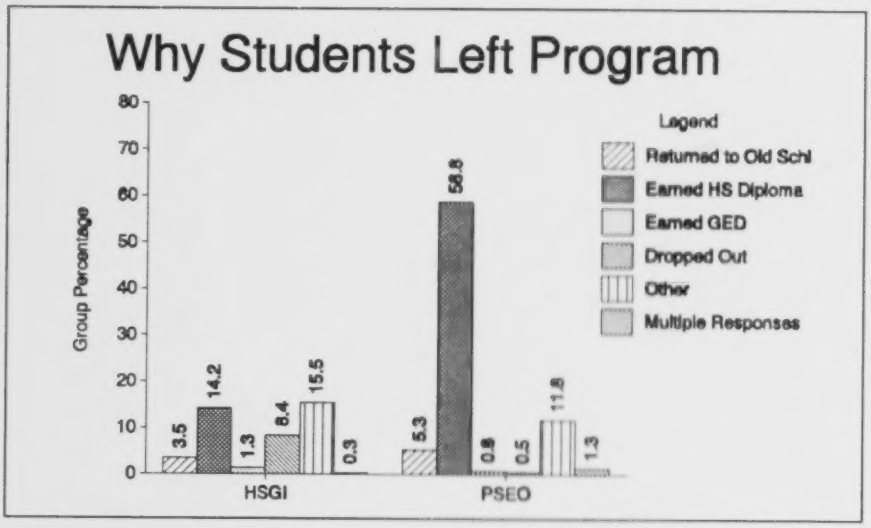
Preference for Old Versus New School

The ALC and ALT groups were asked if they would prefer to be at their old school. For the ALC group the answer was 84.2% No; 10.8% Yes. For the ALT group, the answer was 88.7% No; 5.1% Yes.

Why Students Dropped out of the New Program

The HSGI and PSEO students were asked to indicate if they dropped out of the new program, and if so, why. The most often given reason for dropping out of the program was because they finished high school. **(Fig. 22)**

Figure 22



BEST COPY AVAILABLE

Providing Information to Students and Families

A major part of this project tried to identify the best ways to provide information about school options to students and families, especially low income and limited or non English speaking families. The project held a number of meetings with various groups to discuss this issue. It also asked students where they received information about school options. This section reviews meetings held, and summarizes students' response to this question. There are some concluding recommendations for educators and policy-makers.

"An effective system of parent information and counseling" is a central characteristic of a good public school choice program. (National Committee for Citizens in Education, 1990, p. 14) Two critics of school choice programs also have raised this issue, asserting in a study they conducted on high school choice programs in four cities that, "Most students and parents did not understand the high school admissions process." (Moore and Davenport, 1990, p. 197)

This project convened several meetings to discuss the best ways to get information about school options to low income and limited English speaking families, and to increase the range of Minnesotans who understood and were willing to help share information about educational options.

Meetings were held with students and faculty members from alternative public schools, along with Minnesota Department of Education staff and community advocates. Students reported that their major source of information was "friends." Except in cases where students had been removed from another school, youth workers, teachers, and the media were not important sources of information. A few students said their parents told them about options. But most said they or their friends knew more about different kinds of schools than did their parents.

A major meeting was planned in cooperation with the Urban Coalition and the Minnesota Department of Education. More than 100 Asian American, Hispanic, Native American and African-American activists involved with youth and families were invited. Most of these people do not work directly in schools. More than 2/3 of those invited attended.

The conference began with students representing various groups explaining how and why they had used various school choice programs. The students said they had gained by attending a different school (or a Post-Secondary institution), and said they were eager to help get more information out to other students and families. Throughout the day, meeting participants referred back to students' comments and said they wanted more young people and families to know about options, as these students clearly did. Activists made a number of suggestions which are included in the recommendations section, below.

The state Department of Education and several of the organizations represented increased cooperative activities so that information about school choices would be more effectively distributed. Advocates said they wanted to meet with other Department of Education staff, as there was not nearly enough information about a variety of educational programs, not just the school choice options. The Department of Education is following up on these requests. The Commissioner of Education has included representatives of several participating organizations in various task forces and advisory groups. State Department of Education are recommending that the Legislature create several pilot parent information centers.

Recommendations

1. Use a variety of methods to provide information to families. There is no single strategy, no matter how effective, which will inform everyone who needs it.

2. Recognize that young people are themselves a resource. For most of the programs studied, the single best source of information was students already participating. Young people should be encouraged and assisted to provide information.

3. A central place where people can call for information and counseling is vital. This means at least a well-publicized phone number, answered as many hours a day as possible (at least through the work day, and if possible in the evening).

4 Parent information centers such as those used in Massachusetts are extremely valuable, especially when they are staffed with multi-lingual people trained to help parents and students make decisions.

5. Consider the use of computers to assist in the process of selecting among schools. Thousands of Minnesotans tried the school choice computer simulation developed and tested at the 1990 Minnesota State fair. Computers now help parents in the Minneapolis/St. Paul area made decisions about day care and nursery school, and help them select among various post-secondary programs. But no computer program presently is available to help Minnesotans select among elementary and secondary schools. This deserves attention.

6. Don't assume that people in the public and private sectors who work with families understand educational options. Get information to these people. Look for ways they can help families learn about school choice plans.

7. Provide brief brochures and other information in as many languages as possible. Sometimes social service agency staff will help with translation.

8. Contact business people to help distribute information. A major gas-station chain printed and put up posters about Minnesota's choice programs throughout the state. A grocery store chain had information about the choice options on one million grocery store bags. A telephone company printed several thousand copies of a brochure discussing ways parents could select the most appropriate schools for their children. These efforts informed thousands of people about options, and gave them a state-wide toll-free phone number to call for additional information.

9. Recognize that providing information and answering questions is a vital, time-consuming, controversial task. Some school officials appear to prefer that parents not know too much about their options. If a district or state is committed to providing options, everyone involved should understand that it will help parents understand what's available, and will serve as an advocate for parents and students.

10. Use radio and television stations' public service announcements. Make sure that these announcements are sent to a cross section of stations, not just those watched/listened to the

majority of people. Youth oriented stations will reach an audience which might be otherwise missed.

11. Try to find ways to include information about educational options in conferences, programs and mailings of other organizations. The student/staff panels at state wide youth worker conferences provided information to an important audience, while taking very little time from educational department staff. Information about choice programs distributed with welfare checks reached thousands of people who often do not read newspapers and might otherwise not know about their options.

12. Try to provide information through day care, Head Start and other early childhood education programs to parents whose children will be entering school . One of the times parents are most interested in options is when their children enter kindergarten.

13. Continue expanding the number of public school options. Many ALC staff told us their programs had waiting lists. School districts should consider establishing new secondary options and schools within schools.

Bibliography

Glenn, Charles, "Parent Choice and American Values," in Nathan, Joe, ed. Public Schools by Choice, Minneapolis: Free Spirit Press, 1989

Mazzoni, Tim and Sullivan, Barry, "Legislating Educational Choice in Minnesota: Politics and Prospects," in Boyd, William Lowe, and Walberg, Herbert J., ed. Choice in Education, Berkeley: McCutchan, 1990

Minnesota Department of Education "MINCRIS Report", St. Paul: Minnesota Department of Education, 1990

Montano, Jessie, "Choice Comes to Minnesota," in Nathan, Joe, ed. Public Schools by Choice, Minneapolis: Free Spirit Press, 1989

Moore, Donald R. and Davenport, Suzanne, "School Choice: The New Improved Sorting Machine, in Boyd, William Lowe, and Walberg, Herbert J., ed. Choice in Education, Berkeley: McCutchan, 1990

National Committee for Citizens in Education, Public School Choice: An Equal Chance for All? Columbia, Maryland: NCCE, 1990

Raywid, Mary Anne, The Case for Public Schools of Choice, Bloomington, Indiana: Phi Delta Kappa, 1989

Appendix

Note on Survey Design

This report describes experiences of students in four public school choice programs during the 1989-90 school year. The samples were drawn somewhat differently for each group.

Postsecondary Enrollment Options: A 10%, computer generated stratified random sample was created of the 5,900 students whose districts reported that they participated.

High School Graduation Incentives: The 28 largest districts in the state were asked to submit names of students participating in this program. A random sample of 72 of the remaining 407 districts also were asked to submit names of participants. Each of these students was sent a questionnaire.

Area Learning Centers: Each Area Learning Center was asked to submit names of students participating in the center during January, 1990. 60% of these students were sent a questionnaire in May, 1990 and asked to return it.

Alternative Schools: Each private non-sectarian alternative school in Minneapolis and St. Paul which enrolled students under contract with the district was asked to submit names of those participating during January, 1990. 60% of those students were send questionnaires in May, 1990.

The chart below gives the abbreviations, sample size and response rates for each of these groups.

Group Name	Abbreviation	Sample	Questionnaires Returned	Return Rate
Area Learning Centers	ALC	N = 1555	536	34%
Alternative Schools	ALT	N = 400	97	24%
High School Graduation Incentives	HSGI	N = 1107	310	28%
Postsecondary Enrollment Options	PSEO	N = 590	400	67%

Although the report addresses differences among the groups, in some cases students participated in more than one program. For example, some area learning center students also participated in Post-Secondary Enrollment Options.

The data in the survey is reported as percentages for each group. Comments are provided about trends when the percentage scores were high across all four groups. Significant differences among any or all groups are also noted.

Complete copies of the questionnaires used are included in the appendix. The appendix also includes numerical responses to each question.

Return rates are significantly higher for Postsecondary Enrollment Options than for the other three programs. This is in part because after the questionnaires went out, phone calls were made by University of Minnesota Humphrey Institute graduate students to about 100 students to get responses The total of 400 students who responded to this questionnaire includes about 80 who were interviewed by phone.

About the authors:

Joe Nathan, PhD, is a Senior Fellow at the University of Minnesota's Humphrey Institute of Public Affairs. He directs the Center for School Change at the Institute. Nathan has been a public school teacher and administrator. He wrote several books, and coordinated the National Governors' Association 1986 education project, Time for Results: The Governors' 1991 Report on Education. He is married to a St. Paul Public School teacher. Their two school age children attend the St. Paul public schools. Nathan supervised the project and wrote this report's narrative.

Wayne Jennings, PhD, is an independent consultant. Jennings spent more than 30 years as a public school teacher, principal and Director of Staff and Program Development for the St. Paul, Minnesota Public Schools. He is director of Designs for Learning, and author of numerous articles about school reform. Jennings served as the first principal of the St. Paul Open School, a public alternative which received a Pacesetter Award from the U.S. Department of Education

because of its selection as "a carefully evaluated, proven innovation worthy of national replication."

Jennings supervised analysis of the data and created the charts.

For additional copies of this report, send a check for $7.50, payable to "Center for School Change" to:

Betty Radcliffe
Center for School Change
University of Minnesota
301 19th Avenue S.
Minneapolis, Mn. 55455
(612) 626-1834

AREA LEARNING CENTERS

A. BACKGROUND INFORMATION

A-1. What is your date of birth: _____ / _____ / _____
month day year

A-2. What is your gender: a. male 42.0 (1) b. female 56.5 (2)

A-3. What is your race/ethnicity? (CHECK ONLY ONE ANSWER)

a.	White, non-Hispanic	90.5 (1)
b.	Black, non-Hispanic	.7 (2)
c.	Hispanic	2.1 (3)
d.	Asian/Pacific Islander	.4 (4)
e.	American Indian/Alaskan Native	2.6 (5)
f.	Other (PLEASE SPECIFY)	1.7 (6)

A-4. Where do you now live? (CHECK ONLY ONE)

a.	Urban area (Minneapolis, St.Paul, Duluth, Rochester or Moorhead)	5.2 (1)
b.	Suburban area (medium sized town/city other than those listed in a. above)	56.0 (2)
c.	Rural area (small town, country, farm)	36.4 (3)

A-5. What is the last grade in school you have completed? (CHECK ONLY ONE)

6th or less	.2 (1)	9th	15.9 (4)
7th	.2 (2)	10th	24.6 (5)
8th	4.7 (3)	11th	47.8 (6)
Other: PLEASE SPECIFY	5.2 (7)		

BEST COPY AVAILABLE

A-6. Have you ever stopped attending school during the school year for any of the following reasons? (CHECK ONLY ONE ANSWER)

a. Yes, I chose to drop out 25.7 (1)

b. Yes, I was expelled 5.8 (2)

c. Yes, I felt pushed out 5.0 (3)

d. Yes, for other reasons 24.1 (4)

Please explain: _____

e. No, I have never stopped attending school 34.3 (5)

A-7. When did you first enroll in your current school/program?

(approximately, if you aren't sure) _____ / _____
month year

A-8. What is the name of the school district in which you live:

_____

A-9. Before enrolling in your current school/program, which type of school did you attend? (CHECK ONLY ONE)

a. public school 91.4 (1)

b. private school (not church sponsored) 1.3 (2)

c. parochial or church sponsored school 1.7 (3)

d. did not attend school 3.5 (4)

A-10. Please indicate which type of school/program you now attend? (CHECK ONLY ONE)

a.	a regular public high school other than the one I would normally attend	3.5	(1)
b.	a nonpublic high school	.2	(2)
c.	an alternative school/program	33.0	(3)
d.	an Area Learning Center	56.5	(4)
e.	a college, university, community college, or technical college	.6	(5)

A-11. With whom do you currently live? (CHECK ALL THAT APPLY)

a.	Both parents	38.2
b.	Mother only	21.8
c.	Father only	5.0
d.	Parent and other adult	4.3
e.	Other relative(s)	4.9
f.	Foster parent(s)	1.3
g.	Guardian(s)	1.1
h.	Friend(s)	7.8
i.	Other	19.8
	Please specify: _____	
j.	Alone	7.3

BEST COPY AVAILABLE

B. REASONS FOR PARTICIPATING AND DECISION-MAKING

B-1. Who **first** had the idea that you might benefit from changing schools to attend an Area Learning Center or Alternative Program? (CHECK ONLY ONE)

a.	Myself	58.8	(1)
b.	My parent(s)/guardian(s)	3.0	(2)
c.	Both my parents and myself	10.8	(3)
d.	The school	10.3	(4)
e.	My social worker	2.4	(5)
f.	My probation officer	.2	(6)
g.	Other, WHO?	10.4	(7)

B-2. Please indicate whether the following people at your old school mainly encouraged or discouraged you in the decision to change schools/programs? (CHECK ONLY ONE COLUMN FOR EACH PERSON LISTED)

	(1) Encouraged	(2) Discouraged	(3) Neither	(4) Not involved
a. Parent or guardian	47.8	13.2	20.1	12.3
b. Teacher	22.0	9.3	17.7	42.5
c. Counselor	47.4	11.4	10.4	23.9
d. Principal	30.2	11.6	14.2	36.8
e. Friends	38.8	11.4	15.1	26.7
f. Other	10.1	2.8	6.2	22.0

B-3. Which of the following reasons were important to you in your decision to change schools/programs? (CHECK ALL THAT APPLY, THEN GO BACK AND CIRCLE ONE MAIN REASON.)

		CHECKED	CIRCLED
a.	To help me stay in school	54.3	21.3
b.	To follow the advice of my school counselor or principal	13.4	1.7
c.	To leave a school I didn't like	45.7	6.5
d.	To re-enter school after dropping out	28.9	5.6
e.	To change to more individualized or personalized learning	38.6	4.5
f.	To take courses not available in my school	5.6	.2
g.	To help me decide whether or not to pursue more education	18.3	2.1
h.	To be able to work and go to school	43.5	5.4
i.	To get teachers who are really interested in me and how I'm doing	39.4	3.4
j.	I was required to attend to stay on welfare	4.1	0
k.	To stay in school after getting pregnant or becoming a parent	13.2	5.6
l.	I was required to attend by my drug/alcohol treatment program	2.1	.7
m.	To avoid being bored	13.4	.6
n.	To get away from friends who were a bad influence	11.9	1.9
o.	Other (PLEASE SPECIFY) _____	9.7	8.8

BEST COPY AVAILABLE

B-4. Who made the <u>final</u> decision about your participation in the program? (CHECK ONLY ONE)

a.	Myself	72.2	(1)
b.	My parent(s)/guardian(s)	3.9	(2)
c.	Both my parents and myself	10.3	(3)
d.	The school	6.3	(4)
e.	My social worker	.2	(5)
f.	My probation officer	.6	(6)
g.	Other, WHO? _____	2.6	(7)

B-5. The following statements refer to your school experiences before you changed schools/programs. (CHECK ONE RESPONSE FOR EACH STATEMENT)

		(1) Strongly agree	(2) Agree	(3) Disagree	(4) Strongly disagree
a.	I got along well with my teachers	8.0	45.9	28.5	14.2
b.	Discipline was fair in my school	7.5	42.2	32.5	15.1
c.	Students often disrupted class	13.6	43.1	36.2	4.1
d.	My teachers were interested in me	3.7	31.3	42.5	18.7
e.	When I worked hard on school work, my teachers praised my effort	7.1	35.4	41.6	12.9
f.	In class I often felt "picked on" by my teachers	9.3	20.0	52.1	15.5
g.	In school I often felt "picked-on" by other students	9.5	16.0	46.6	24.8
h.	Most of my teachers really listened to what I had to say	3.4	30.6	46.5	16.8
i.	I didn't feel safe at school	4.5	12.9	51.3	28.5
j.	Most classes were interesting and challenging	4.1	30.4	44.8	17.9
k.	Most classes repeated information I had already learned	13.4	41.8	37.1	4.7
l.	My counselors were helpful to me	16.4	34.7	27.8	17.4
m.	I received adequate help in choosing the courses I took	4.7	34.1	43.1	14.6
n.	School interfered with work	8.0	22.8	48.3	17.0

BEST COPY AVAILABLE

C. SOURCES OF INFORMATION ABOUT THE PROGRAM

C-1. How did you find out about your current school program?
CHECK ALL THAT APPLY, THEN GO BACK AND CIRCLE ONE MAIN REASON.

		CHECKED	CIRCLED
a.	A teacher	15.5	1.7
b.	A principal or program director	20.7	6.9
c.	A counselor	32.3	14.6
d.	Friends	41.0	25.2
e.	Parents/guardians	17.9	5.0
f.	Welfare/social worker	4.7	.4
g.	Probation officer	3.9	.9
h.	Printed information from my former school	5.4	.7
i.	A meeting at my former school	5.2	.2
j.	Radio, TV, newspaper	2.8	.7
k.	Community agency (Youth Services Bureaus, YMCA, crisis center, community action council)	.6	.2
l.	Drug/alcohol treatment center	2.4	1.3
m.	OPTIONS Hotline (toll free number)	0	0
n.	My church or synagogue	.2	1.5
o.	Other (PLEASE SPECIFY) _____	5.6	4.1
p.	I don't remember/don't know	2.2	.2

C-2. What kinds of problems did you have getting information about the program? (CHECK ALL THAT APPLY)

a. I did not have any problems getting good information	79.9
b. I had difficulty finding out where to go to get the information I needed	6.2
c. After I requested information, it took a long time to arrive	2.2
d. The information was hard to understand or confusing	1.1
e. The information was inaccurate	2.6
f. My former school was not helpful	19.0
g. My new school was not helpful	.7
h. I had trouble finding out if I was eligible	8.0
i. The application process was complicated	3.2
j. Other (PLEASE SPECIFY)_____	4.5

_____

BEST COPY AVAILABLE

D. SATISFACTION/EXPECTATIONS

D-1. How satisfied were you with your old school/program, and how satisfied are you now with your new school/program? (CHECK ONLY ONE IN EACH COLUMN)

		Old school program	New school program	
a.	Very satisfied	4.5	53.2	(1)
b.	Satisfied	17.5	24.3	(2)
c.	Dissatisfied	24.8	3.2	(3)
d.	Very dissatisifed	31.7	.6	(4)
e.	No opinion yet	2.6	1.7	(5)

D-2. Since you started in your new school/program, how well are you doing with your school work? (CHECK ONLY ONE)

a.	I am doing better than I was in my old school	84.3	(1)
b.	I am doing about the same as I was in my old school	12.7	(2)
c.	I am doing worse than I was in my old school	.9	(3)

D-3. The following are possible **benefits** that might result from your changing schools/program. Please indicate the ways in which your new school/program has made a difference for you. CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.

		CHECKED	CIRCLED
a.	I come to school more regularly	52.4	8.0
b.	I have more in common with other students	49.1	1.5
c.	I have fewer school problems	74.1	5.4
d.	I have fewer personal problems	33.4	.9
e.	My teachers and counselors take more time with me and understand me better	65.9	6.7
f.	My classes are smaller	76.5	1.1
g.	I can proceed at my own level and pace	77.1	8.2
h.	Teachers make classes apply to real life	50.6	1.9
i.	I am learning more in my new program	62.3	3.5
j.	My basic reading and math skills have improved	41.0	.4
k.	I feel better about myself and my abilities	58.0	5.0
l.	I am more sure I will finish high school	71.8	10.8
m.	I feel I will be better trained for a job	35.6	.7
n.	I am able to go to school and take care of my children	15.1	4.9
o.	I am able to go to school and hold a job	53.9	3.0
p.	I get along better with my family	33.2	.2
q.	I am being treated as a capable and worthwhile person	61.0	1.7
r.	I have more friends	29.1	.6
s.	I am taking responsibility for my own schooling	70.3	4.9
t.	Other (PLEASE SPECIFY) _____	3.4	1.1

D-4. Some students have had problems changing schools or programs. For each possible problem stated below, please indicate whether it is a major problem, a minor problem, or not a problem for you. (CHECK ONLY ONE COLUMN IN EACH ROW)

		(1) A major problem	(2) A minor problem	(3) Not a problem
a.	Transportation to my new school/program is difficult	3.0	18.1	76.7
b.	People at my former school made it hard for me to participate in this program	3.4	18.7	74.3
c.	Getting child care is hard	1.1	6.7	73.5
d.	I don't feel prepared to handle the assigned course work in this program	.4	6.2	89.0
e.	Classes are held at inconvenient times	2.2	5.4	88.1
f.	It is hard to make new friends in this program	1.5	10.6	84.0
g.	Teachers aren't very helpful	.7	3.4	89.7
h.	Other problems (PLEASE SPECIFY)			
	_____	1.5	.9	.2 XXXXXXX
	_____			XXXXXXX

D-5. How could your new school/program be improved?

_____

_____

_____

_____

D-6. Which of the following best describes your expectations for the future **before** changing schools/programs and **now**? (CHECK ONLY ONE ANSWER IN EACH COLUMN)

		Before I thought I would:	Now I plan to:	
a.	Graduate from high school and enroll in college	13.2	21.5	(1)
b.	Graduate from high school and enter a vocational/technical training program	6.2	17.9	(2)
c.	Graduate from high school and enter the military service	1.7	3.0	(3)
d.	Graduate from high school and find a good job	3.9	6.9	(4)
e.	Graduate from high school and be a full-time parent/homemaker	.9	.2	(5)
f.	Drop out of high school, but complete my GED	4.5	.4	(6)
g.	Drop out of high school, but find a good job	3.9	.7	(7)
h.	Drop out of high school and try to find whatever work is available	3.0	0	(8)
i.	Uncertain	5.2	1.7	(9)

D-7. Would you prefer to be back at your old school?

a. Yes 1.1 (1) With Explanation: 9.7

b. No 21.1 (2) With Explanation: 63.1

PLEASE EXPLAIN: _____

_____

_____

BEST COPY AVAILABLE

E. FAMILY INFORMATION

E-1. Have you or your family received welfare or public assistance at any time during the past five years?

a. Yes 36.9 (1)

b. No 59.1 (2)

E-2. How much education have your parents/guardians completed? (CHECK ONLY ONE ANSWER FOR EACH COLUMN)

		Mother (guardian)	Father (guardian)	
a.	Did not graduate from high school	14.4	21.8	(1)
b.	High school graduate	37.7	25.9	(2)
c.	Business or trade school	8.4	10.1	(3)
d.	Some college	12.7	9.5	(4)
e.	College graduate	6.0	6.2	(5)
f.	More than 4 years of college	4.7	5.2	(6)
g.	I don't know	8.0	12.5	(7)

E-3. Do you and your family speak a language other than English at home?

a. Yes 6.2 (1) IF YES, PLEASE INDICATE WHAT LANGUAGE IS SPOKEN IN YOUR HOME:

ENG 93.5
Hmong .4
Spanish 2.6
Vietnamese .4
Other 3.0

b. No 90.7 (2)

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE PUT YOUR SURVEY IN THE ENVELOPE PROVIDED AND SEAL BEFORE RETURNING TO YOUR TEACHER OR SCHOOL DIRECTOR.

ALTERNATIVE SCHOOLS

A. BACKGROUND INFORMATION

A-1. What is your date of birth: _____ / _____ / _____
month day year

A-2. What is your gender: a. male 49.5 (1) b. female 46.4 (2)

A-3. What is your race/ethnicity? (CHECK ONLY ONE ANSWER)

a.	White, non-Hispanic	40.2 (1)
b.	Black, non-Hispanic	17.5 (2)
c.	Hispanic	13.4 (3)
d.	Asian/Pacific Islander	2.1 (4)
e.	American Indian/Alaskan Native	14.4 (5)
f.	Other (PLEASE SPECIFY) 6.2	(6)

A-4. Where do you now live? (CHECK ONLY ONE)

a.	Urban area (Minneapolis, St.Paul, Duluth, Rochester or Moorhead)	87.6 (1)
b.	Suburban area (medium sized town/city other than those listed in a. above)	7.2 (2)
c.	Rural area (small town, country, farm)	2.1 (3)

A-5. What is the last grade in school you have completed? (CHECK ONLY ONE)

6th or less	1.0 (1)	9th	14.4 (4)
7th	2.1 (2)	10th	33.0 (5)
8th	16.5 (3)	11th	24.7 (6)

Other: PLEASE SPECIFY 5.2 (7)

A-6. Have you ever stopped attending school during the school year for any of the following reasons? (CHECK ONLY ONE ANSWER)

a. Yes, I chose to drop out 11.3 (1)

b. Yes, I was expelled 6.2 (2)

c. Yes, I felt pushed out 4.1 (3)

d. Yes, for other reasons 27.8 (4)

Please explain: _____

e. No, I have never stopped attending school 48.5 (5)

A-7. When did you first enroll in your current school/program?

(approximately, if you aren't sure) _____ / _____
month year

A-8. What is the name of the school district in which you live:

_____

A-9. Before enrolling in your current school/program, which type of school did you attend? (CHECK ONLY ONE)

a. public school 89.7 (1)

b. private school (not church sponsored) 5.2 (2)

c. parochial or church sponsored school 3.1 (3)

d. did not attend school 1.0 (4)

BEST COPY AVAILABLE

A-10. Please indicate which type of school/program you now attend? (CHECK ONLY ONE)

a.	a regular public high school other than the one I would normally attend	2.1	(1)
b.	a nonpublic high school	2.1	(2)
c.	an alternative school/program	94.8	(3)
d.	an Area Learning Center	0	(4)
e.	a college, university, community college, or technical college	0	(5)

A-11. With whom do you currently live? (CHECK ALL THAT APPLY)

a.	Both parents	36.1
b.	Mother only	29.9
c.	Father only	5.2
d.	Parent and other adult	9.3
e.	Other relative(s)	6.2
f.	Foster parent(s)	0
g.	Guardian(s)	2.1
h.	Friend(s)	2.1
i.	Other	7.2
	Please specify: _____	
j.	Alone	5.2

B. REASONS FOR PARTICIPATING AND DECISION-MAKING

B-1. Who **first** had the idea that you might benefit from changing schools to attend an Area Learning Center or Alternative Program? (CHECK ONLY ONE)

a.	Myself	44.3	(1)
b.	My parent(s)/guardian(s)	12.4	(2)
c.	Both my parents and myself	14.4	(3)
d.	The school	3.1	(4)
e.	My social worker	0	(5)
f.	My probation officer	14.4	(6)
g.	Other, WHO? _____	11.3	(7)

B-2. Please indicate whether the following people at your old school mainly encouraged or discouraged you in the decision to change schools/programs? (CHECK ONLY ONE COLUMN FOR EACH PERSON LISTED)

	(1) Encouraged	(2) Discouraged	(3) Neither	(4) Not involved
a. Parent or guardian	70.1	1.0	16.5	3.1
b. Teacher	6.2	8.2	11.3	60.8
c. Counselor	21.6	8.2	10.3	48.5
d. Principal	15.5	5.2	10.3	57.7
e. Friends	39.2	9.3	8.2	36.1
f. Other	17.5	1.0	3.1	29.9

B-3. Which of the following reasons were important to you in your decision to change schools/programs? (CHECK ALL THAT APPLY, THEN GO BACK AND CIRCLE ONE MAIN REASON.)

		CHECKED	CIRCLED
a.	To help me stay in school	56.7	25.8
b.	To follow the advice of my school counselor or principal	6.2	0
c.	To leave a school I didn't like	51.5	6.2
d.	To re-enter school after dropping out	11.3	5.2
e.	To change to more individualized or personalized learning	50.5	6.2
f.	To take courses not available in my school	4.1	1.0
g.	To help me decide whether or not to pursue more education	18.6	2.1
h.	To be able to work and go to school	18.6	2.1
i.	To get teachers who are really interested in me and how I'm doing	51.5	4.1
j.	I was required to attend to stay on welfare	6.2	0
k.	To stay in school after getting pregnant or becoming a parent	4.1	0
l.	I was required to attend by my drug/alcohol treatment program	1.0	1.0
m.	To avoid being bored	11.3	2.1
n.	To get away from friends who were a bad influence	28.9	3.1
o.	Other (PLEASE SPECIFY) _____	12.4	10.3

BEST COPY AVAILABLE

B-4. Who made the **final** decision about your participation in the program? (CHECK ONLY ONE)

a.	Myself	59.8	(1)
b.	My parent(s)/guardian(s)	6.2	(2)
c.	Both my parents and myself	15.5	(3)
d.	The school	1.0	(4)
e.	My social worker	0	(5)
f.	My probation officer	10.3	(6)
g.	Other, WHO? _____	7.2	(7)

B-5. The following statements refer to your school experiences before you changed schools/programs. (CHECK ONE RESPONSE FOR EACH STATEMENT)

		(1) Strongly agree	(2) Agree	(3) Disagree	(4) Strongly disagree
a.	I got along well with my teachers	6.2	45.4	37.1	9.3
b.	Discipline was fair in my school	5.2	44.3	37.1	12.4
c.	Students often disrupted class	15.5	46.4	34.0	3.1
d.	My teachers were interested in me	6.2	19.6	49.5	19.6
e.	When I worked hard on school work, my teachers praised my effort	5.2	24.7	47.4	20.6
f.	In class I often felt "picked on" by my teachers	5.2	20.6	50.5	20.6
g.	In school I often felt "picked-on" by other students	8.2	8.2	47.4	34.0
h.	Most of my teachers really listened to what I had to say	4.1	30.9	43.3	18.6
i.	I didn't feel safe at school	6.2	13.4	40.2	37.1
j.	Most classes were interesting and challenging	4.1	23.7	53.6	16.5
k.	Most classes repeated information I had already learned	11.3	33.0	44.3	7.2
l.	My counselors were helpful to me	8.2	20.6	38.1	25.8
m.	I received adequate help in choosing the courses I took	3.1	24.7	44.3	23.7
n.	School interfered with work	3.1	13.4	14.2	39.2

C. SOURCES OF INFORMATION ABOUT THE PROGRAM

C-1. How did you find out about your current school program?
CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.

		CHECKED	CIRCLED
a.	A teacher	4.1	0
b.	A principal or program director	4.1	2.1
c.	A counselor	10.3	4.1
d.	Friends	34.0	28.9
e.	Parents/guardians	23.7	13.4
f.	Welfare/social worker	5.2	1.0
g.	Probation officer	7.2	8.2
h.	Printed information from my former school	4.1	0
i.	A meeting at my former school	1.0	0
j.	Radio, TV, newspaper	8.2	0
k.	Community agency (Youth Services Bureaus, YMCA, crisis center, community action council)	19.6	0
l.	Drug/alcohol treatment center	2.1	0
m.	OPTIONS Hotline (toll free number)	0	0
n.	My church or synagogue	1.0	0
o.	Other (PLEASE SPECIFY) _____	11.3	7.2
p.	I don't remember/don't know	0	0

C-2. What kinds of problems did you have getting information about the program? (CHECK ALL THAT APPLY)

a. I did not have any problems getting good information	87.6
b. I had difficulty finding out where to go to get the information I needed	1.0
c. After I requested information, it took a long time to arrive	1.0
d. The information was hard to understand or confusing	1.0
e. The information was inaccurate	3.1
f. My former school was not helpful	12.4
g. My new school was not helpful	0
h. I had trouble finding out if I was eligible	2.1
i. The application process was complicated	2.1
j. Other (PLEASE SPECIFY)_____	6.2

_____

BEST COPY AVAILABLE

D. **SATISFACTION/EXPECTATIONS**

D-1. How satisfied were you with your <u>old</u> school/program, and how satisfied are you now with your <u>new</u> school/program? (CHECK ONLY ONE IN EACH COLUMN)

		Old school program	New school program	
a.	Very satisfied	2.1	57.7	(1)
b.	Satisfied	17.5	20.6	(2)
c.	Dissatisfied	21.6	3.1	(3)
d.	Very dissatisifed	37.1	1.0	(4)
e.	No opinion yet	3.1	1.0	(5)

D-2. Since you started in your new school/program, how well are you doing with your school work? (CHECK ONLY ONE)

a.	I am doing better than I was in my old school	86.6 (1)
b.	I am doing about the same as I was in my old school	8.2 (2)
c.	I am doing worse than I was in my old school	2.1 (3)

D-3. The following are possible **benefits** that might result from your changing schools/program. Please indicate the ways in which your new school/program has made a difference for you. CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.

		CHECKED	CIRCLED
a.	I come to school more regularly	68.0	9.3
b.	I have more in common with other students	48.5	2.1
c.	I have fewer school problems	71.1	2.1
d.	I have fewer personal problems	25.8	1.0
e.	My teachers and counselors take more time with me and understand me better	67.0	7.2
f.	My classes are smaller	84.5	3.1
g.	I can proceed at my own level and pace	76.3	2.1
h.	Teachers make classes apply to real life	54.6	2.1
i.	I am learning more in my new program	55.7	2.1
j.	My basic reading and math skills have improved	60.8	2.1
k.	I feel better about myself and my abilities	73.2	2.1
l.	I am more sure I will finish high school	61.9	6.2
m.	I feel I will be better trained for a job	28.2	0
n.	I am able to go to school and take care of my children	10.3	0
o.	I am able to go to school and hold a job	36.1	3.1
p.	I get along better with my family	37.1	2.1
q.	I am being treated as a capable and worthwhile person	67.0	4.1
r.	I have more friends	34.0	0
s.	I am taking responsibility for my own schooling	60.8	4.1
t.	Other (PLEASE SPECIFY)	4.1	0

D-4. Some students have had problems changing schools or programs. For each possible problem stated below, please indicate whether it is **a major problem, a minor problem, or not a problem** for you. (CHECK ONLY ONE COLUMN IN EACH ROW)

		(1) A major problem	(2) A minor problem	(3) Not a problem
a.	Transportation to my new school/program is difficult	1.0	21.6	74.2
b.	People at my former school made it hard for me to participate in this program	1.0	10.3	83.5
c.	Getting child care is hard	1.0	5.2	42.3
d.	I don't feel prepared to handle the assigned course work in this program	0	15.5	79.4
e.	Classes are held at inconvenient times	2.1	5.2	88.7
f.	It is hard to make new friends in this program	1.0	6.2	87.6
g.	Teachers aren't very helpful	1.0	2.1	91.8
h.	Other problems (PLEASE SPECIFY)			
	_____	1.0	1.0	XXXXXXX
	_____			XXXXXXX

D-5. How could your new school/program be improved?

_____

_____

_____

_____

D-6. Which of the following best describes your expectations for the future **before** changing schools/programs and **now**? (CHECK ONLY ONE ANSWER IN EACH COLUMN)

		Before I thought I would:	Now I plan to:	
a.	Graduate from high school and enroll in college	4.1	22.7	(1)
b.	Graduate from high school and enter a vocational/technical training program	2.1	18.6	(2)
c.	Graduate from high school and enter the military service	3.1	4.1	(3)
d.	Graduate from high school and find a good job	12.4	16.5	(4)
e.	Graduate from high school and be a full-time parent/homemaker	0	2.1	(5)
f.	Drop out of high school, but complete my GED	7.2	0	(6)
g.	Drop out of high school, but find a good job	10.3	0	(7)
h.	Drop out of high school and try to find whatever work is available	14.4	0	(8)
i.	Uncertain	9.3	5.2	(9)

D-7. Would you prefer to be back at your old school?

a. Yes 1.0 (1) 4.1 (With Explanation)

b. No 48.5 (2) 40.2 (With Explanation)

PLEASE EXPLAIN: _____

_____

_____

BEST COPY AVAILABLE

E. FAMILY INFORMATION

E-1. Have you or your family received welfare or public assistance at any time during the past five years?

a. Yes 38.1 (1)

b. No 57.7 (2)

E-2. How much education have your parents/guardians completed? (CHECK ONLY ONE ANSWER FOR EACH COLUMN)

		Mother (guardian)	Father (guardian)	
a.	Did not graduate from high school	21.6	17.5	(1)
b.	High school graduate	40.2	29.9	(2)
c.	Business or trade school	6.2	3.1	(3)
d.	Some college	7.2	12.4	(4)
e.	College graduate	9.3	5.2	(5)
f.	More than 4 years of college	2.1	6.2	(6)
g.	I don't know	10.3	19.6	(7)

E-3. Do you and your family speak a language other than English at home?

a. Yes 18.6 (1) IF YES, PLEASE INDICATE WHAT LANGUAGE IS SPOKEN IN YOUR HOME:

_____

b. No 78.4 (2)

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE PUT YOUR SURVEY IN THE ENVELOPE PROVIDED AND SEAL BEFORE RETURNING TO YOUR TEACHER OR SCHOOL DIRECTOR.

HIGH SCHOOL GRADUATION INCENTIVES

A. BACKGROUND INFORMATION

A-1. What is your date of birth: _____ / _____ / _____
month day year

A-2. What is your gender: a. male 38.4 (1) b. female 61.3 (2)

A-3. What is your race/ethnicity? (CHECK ONLY ONE ANSWER)

a.	White, non-Hispanic	91.0 (1)
b.	Black, non-Hispanic	1.0 (2)
c.	Hispanic	2.9 (3)
d.	Asian/Pacific Islander	.6 (4)
e.	American Indian/Alaskan Native	2.6 (5)
f.	Other (PLEASE SPECIFY)_____	1.3 (6)

A-4. Where do you now live? (CHECK ONLY ONE)

a.	Urban area (Minneapolis, St. Paul, Duluth, Rochester, Moorhead)	13.2 (1)
b.	Suburban area (medium sized town/city other than those listed in a. above)	47.4 (2)
c.	Rural area (small town, country, farm)	38.4 (3)

A-5. What is the last grade in school you have completed? (CHECK ONLY ONE)

6th or less	_____ (1)	9th	15.2 (4)
7th	1.0 (2)	10th	23.9 (5)
8th	5.8 (3)	11th	37.4 (6)
Other: PLEASE SPECIFY _____	15.8 (7)		

A-6. Have you ever stopped attending school during the school year for any of the following reasons? (CHECK ONLY ONE ANSWER)

a. Yes, I chose to drop out 19.0 (1)

b. Yes, I was expelled 4.5 (2)

c. Yes, I felt pushed out 5.5 (3)

d. Yes, for other reasons 28.4 (4)

Please explain: _____

e. No, I have never stopped attending school 39.4 (5)

A-7. When did you first enroll in your current school/program?

(approximately, if you aren't sure) _____ / _____
month year

A-8. What is the number of the school district in which you live:

_____

A-9. Before enrolling in your current school/program, which type of school did you attend? (CHECK ONLY ONE)

a. public school 89.7 (1)

b. private school (not church sponsored) 1.9 (2)

c. parochial or church sponsored school 3.5 (3)

d. did not attend school 3.9 (4)

A-10. Please indicate which type of school/program you now attend? (CHECK ONLY ONE)

a.	a regular public high school other than the one I would normally attend	20.6	(1)
b.	a nonpublic high school	1.3	(2)
c.	an alternative school/program	35.2	(3)
d.	an Area Learning Center	25.8	(4)
e.	a college, university, community college, or technical college	6.1	(5)

A-11. With whom do you currently live? (CHECK ALL THAT APPLY)

a.	Both parents	43.9
b.	Mother only	19.7
c.	Father only	3.9
d.	Parent and other adult	6.8
e.	Other relative(s)	3.9
f.	Foster parent(s)	0
g.	Guardian(s)	1.3
h.	Friend(s)	5.2
i.	Other	20.3
	Please specify: _____	
j.	Alone	5.8

B. REASONS FOR PARTICIPATING AND DECISION-MAKING

B-1. Who **first** had the idea that you might benefit from changing schools to participate in the High School Graduation Incentives Program? (CHECK ONLY ONE)

a.	Myself	49.7	(1)
b.	My parent(s)/guardian(s)	5.8	(2)
c.	Both my parents and myself	15.5	(3)
d.	The school	12.6	(4)
e.	My social worker	1.6	(5)
f.	My probation officer	1.6	(6)
g.	Other, WHO?	11.6	(7)

B-2. Please indicate whether the following people at your old school mainly encouraged or discouraged you in the decision to change schools/programs? (CHECK ONLY ONE FOR EACH PERSON LISTED)

	(1) Encouraged	(2) Discouraged	(3) Neither	(4) Not involved
a. Parent or guardian	57.7	13.2	13.9	11.3
b. Teacher	21.6	8.4	16.5	46.5
c. Counselor	40.0	15.5	10.6	29.4
d. Principal	29.4	9.4	17.4	37.1
e. Friends	40.3	12.9	12.9	28.1
f. Other	10.3	1.9	6.5	22.3

B-3. Which of the following reasons were important to you in your decision to change schools/programs? (CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.)

		CHECKED	CIRCLED
a.	To help me stay in school	49.0	17.7
b.	To follow the advice of my school counselor or principal	12.9	.3
c.	To leave a school I didn't like	42.6	11.6
d.	To re-enter school after dropping out	24.8	8.4
e.	To change to more individualized or personalized learning	32.6	3.9
f.	To take courses not available in my school	10.0	3.2
g.	To help me decide whether or not to pursue more education	16.8	1.0
h.	To be able to work and go to school	39.7	7.1
i.	To get teachers who are really interested in me and how I'm doing	37.7	3.5
j.	I was required to attend to stay on welfare	2.3	0
k.	To stay in school after getting pregnant or becoming a parent	8.4	4.2
l.	I was required to attend by my drug/alcohol treatment program	2.6	0
m.	To avoid being bored	12.6	1.3
n.	To get away from friends who were a bad influence	15.8	3.5
o.	Other (PLEASE SPECIFY)		
	_____	10.6	11.9

B-4. Who made the **final** decision about your participation in the program? (CHECK ONLY ONE)

a.	Myself	65.5	(1)
b.	My parent(s)/guardian(s)	3.5	(2)
c.	Both my parents and myself	17.7	(3)
d.	The school	7.1	(4)
e.	My social worker	.3	(5)
f.	My probation officer	.6	(6)
g.	Other, WHO?	3.5	(7)

B-5. The following statements refer to your school experiences before you changed schools/programs. (CHECK ONE RESPONSE FOR EACH STATEMENT)

		(1) Strongly agree	(2) Agree	(3) Disagree	(4) Strongly disagree
a.	I got along well with my teachers	12.9	46.5	24.8	14.5
b.	Discipline was fair in my school	4.2	50.6	27.1	16.5
c.	Students often disrupted class	18.4	40.3	35.2	4.2
d.	My teachers were interested in me	7.7	31.6	37.3	21.9
e.	When I worked hard on school work, my teachers praised my effort	9.7	37.4	36.8	14.8
f.	In class I often felt "picked on" by my teachers	10.3	23.2	43.9	21.0
g.	In school I often felt "picked-on" by other students	11.9	17.7	37.4	31.3
h.	Most of my teachers really listened to what I had to say	6.5	32.9	38.4	21.3
i.	I didn't feel safe at school	5.5	12.3	44.5	36.1
j.	Most classes were interesting and challenging	6.5	29.0	38.7	24.2
k.	Most classes repeated information I had already learned	18.7	41.3	32.9	4.8
l.	My counselors were helpful to me	14.8	35.8	27.1	20.3
m.	I received adequate help in choosing the courses I took	5.2	35.5	37.1	21.3
n.	School interfered with work	11.0	16.1	49.7	20.6

C. SOURCES OF INFORMATION ABOUT THE PROGRAM

C-1. How did you find out about your current school program?
CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.

		CHECKED	CIRCLED
a.	A teacher	13.2	1.3
b.	A principal or program director	17.7	6.1
c.	A counselor	26.5	14.5
d.	Friends	35.8	21.9
e.	Parents/guardians	20.3	9.4
f.	Welfare/social worker	4.2	1.0
g.	Probation officer	3.2	.3
h.	Printed information from my former school	5.5	1.0
i.	A meeting at my former school	4.8	1.6
j.	Radio, TV, newspaper	4.8	0
k.	Community agency (Youth Services Bureaus, YMCA, crisis center, community action council)	2.3	.3
l.	Drug/alcohol treatment center	3.2	.6
m.	OPTIONS Hotline (toll free number)	.3	.6
n.	My church or synagogue	1.0	0
o.	Other (PLEASE SPECIFY) _____	8.7	5.5
p.	I don't remember/don't know	5.2	2.6

C-2. What kinds of problems did you have getting information about the program? (CHECK ALL THAT APPLY)

a. I did not have any problems getting good information	74.8
b. I had difficulty finding out where to go to get the information I needed	11.0
c. After I requested information, it took a long time to arrive	8.1
d. The information was hard to understand or confusing	1.6
e. The information was inaccurate	2.9
f. My former school was not helpful	23.9
g. My new school was not helpful	1.6
h. I had trouble finding out if I was eligible	10.0
i. The application process was complicated	4.5
j. Other (PLEASE SPECIFY)_____	7.7

_____

D. SATISFACTION/EXPECTATIONS

D-1. How satisfied were you with your **old** school/program, and how satisfied are you now with your **new** school/program? (CHECK ONLY ONE FOR EACH SCHOOL)

		Old school program	New school program	
a.	Very satisfied	6.1	50.0	(1)
b.	Satisfied	19.0	25.8	(2)
c.	Dissatisfied	23.2	2.9	(3)
d.	Very dissatisifed	32.6	1.9	(4)
e.	No opinion yet	2.6	4.8	(5)

D-2. Since you started in your new school/program, how well are you doing with your school work? (CHECK ONLY ONE)

a.	I am doing better than I was in my old school	72.6	(1)
b.	I am doing about the same as I was in my old school	17.4	(2)
c.	I am doing worse than I was in my old school	2.9	(3)

D-3. The following are possible **benefits** that might result from your changing schools/program. Please indicate the ways in which your new school/program has made a difference for you. CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.

		CHECKED	CIRCLED
a.	I come to school more regularly	48.4	7.1
b.	I have more in common with other students	48.7	2.6
c.	I have fewer school problems	70.3	1.0
d.	I have fewer personal problems	35.2	2.6
e.	My teachers and counselors take more time with me and understand me better	56.8	9.0
f.	My classes are smaller	61.0	1.0
g.	I can proceed at my own level and pace	59.0	7.7
h.	Teachers make classes apply to real life	49.4	2.3
i.	I am learning more in my new program	50.6	7.7
j.	My basic reading and math skills have improved	38.4	1.6
k.	I feel better about myself and my abilities	60.3	4.2
l.	I am more sure I will finish high school	59.0	10.6
m.	I feel I will be better trained for a job	37.1	2.9
n.	I am able to go to school and take care of my children	9.4	3.2
o.	I am able to go to school and hold a job	44.5	3.5
p.	I get along better with my family	33.2	1.0
q.	I am being treated as a capable and worthwhile person	54.2	2.6
r.	I have more friends	36.5	1.3
s.	I am taking responsibility for my own schooling	63.5	6.8
t.	Other (PLEASE SPECIFY) _____	6.1	1.6

D-4. Some students have had problems changing schools or programs. For each possible problem stated below, please indicate whether it is **a major problem, a minor problem, or not a problem** for you. (CHECK ONLY ONE FOR EACH ITEM)

		(1) A major problem	(2) A minor problem	(3) Not a problem
a.	Transportation to my new school/program is difficult	8.1	28.1	59.7
b.	People at my former school made it hard for me to participate in this program	3.9	16.1	75.2
c.	Getting child care is hard	4.2	3.9	69.4
d.	I don't feel prepared to handle the assigned course work in this program	1.6	7.7	84.8
e.	Classes are held at inconvenient times	1.6	8.1	84.8
f.	It is hard to make new friends in this program	2.9	13.2	78.1
g.	Teachers aren't very helpful	1. 6	9.0	81.9
h.	Other problems (PLEASE SPECIFY)			
	_____	2.3	1.3	XXXXXXX[3]
	_____	_____	_____	XXXXXXX

D-5. How could your new school/program be improved?

_____

_____

_____

_____

D-6. Which of the following best describes your expectations for the future **before** changing schools/programs and **now**? (CHECK ONLY ONE ANSWER FOR EACH COLUMN)

		Before I thought I would:	Now I plan to:	
a.	Graduate from high school and enroll in college	17.7	26.8	(1)
b.	Graduate from high school and enter a vocational/technical training program	3.9	16.1	(2)
c.	Graduate from high school and enter the military service	2.9	2.3	(3)
d.	Graduate from high school and find a good job	6.5	4.2	(4)
e.	Graduate from high school and be a full-time parent/homemaker	1.6	.6	(5)
f.	Drop out of high school, but complete my GED	5.5	3.2	(6)
g.	Drop out of high school, but find a good job	3.5	0	(7)
h.	Drop out of high school and try to find whatever work is available	2.6	0	(8)
i.	Uncertain	5.8	4.2	(9)

D-7. If you are no longer attending school through the High School Graduation Incentives Program, please indicate below why you no longer attend: (CHECK ONLY ONE)

a.	I returned to my old school	3.5	(1)
b.	I have earned my high school diploma	14.2	(2)
c.	I have earned my GED	1.3	(3)
d.	I dropped out of school	8.4	(4)
e.	Other (PLEASE SPECIFY) _____	15.5	(5)

E. FAMILY INFORMATION

E-1. Have you or your family received welfare or public assistance at any time during the past five years?

a. Yes 29.7 (1)

b. No 69.4 (2)

E-2. How much education have your parents/guardians completed? (CHECK ONLY ONE ANSWER FOR EACH COLUMN)

		Mother (guardian)	Father (guardian)	
a.	Did not graduate from high school	16.1	21.3	(1)
b.	High school graduate	39.4	26.8	(2)
c.	Business or trade school	11.3	14.8	(3)
d.	Some college	15.8	10.6	(4)
e.	College graduate	4.8	6.5	(5)
f.	More than 4 years of college	8.4	7.1	(6)
g.	I don't know	3.2	7.4	(7)

E-3. Do you and your family speak a language other than English at home?

a. Yes 7.1 (1) IF YES, PLEASE INDICATE WHAT LANGUAGE IS SPOKEN IN YOUR HOME:

_____

b. No 90.6 (2)

THANK YOU FOR COMPLETING THIS SURVEY! PLEASE PUT YOUR SURVEY IN THE ENVELOPE PROVIDED AND RETURN AS SOON AS POSSIBLE TO THE MINNESOTA DEPARTMENT OF EDUCATION.

POSTSECONDARY ENROLLMENT OPTIONS

A. BACKGROUND INFORMATION

A-1. What is your date of birth: _____ / _____ / _____
month day year

A-2. What is your gender: a. male 38.3 (1) b. female 61.3 (2)

A-3. What is your race/ethnicity? (CHECK ONLY ONE ANSWER)

a.	White, non-Hispanic	93.8 (1)
b.	Black, non-Hispanic	.5 (2)
c.	Hispanic	.5 (3)
d.	Asian/Pacific Islander	3.0 (4)
e.	American Indian/Alaskan Native	.8 (5)
f.	Other (PLEASE SPECIFY)_____	.5 (6)

A-4. Where do you now live? (CHECK ONLY ONE)

a.	Urban area (Minneapolis, St. Paul, Duluth, Rochester, Moorhead)	31.5 (1)
b.	Suburban area (medium sized town/city other than those listed in a. above)	34.8 (2)
c.	Rural area (small town, country, farm)	32.3 (3)

A-5. What is the last grade in school you have completed? (CHECK ONLY ONE)

6th or less	.3 (1)	9th	_____ (4)
7th	_____ (2)	10th	1.5 (5)
8th	_____ (3)	11th	24.8 (6)
Other: PLEASE SPECIFY _____			72.5 (7)

BEST COPY AVAILABLE

A-6. Have you ever stopped attending school during the school year for any of the following reasons? (CHECK ONLY ONE ANSWER)

a. Yes, I chose to drop out 2.5 (1)

b. Yes, I was expelled 0 (2)

c. Yes, I felt pushed out .5 (3)

d. Yes, for other reasons 5.3 (4)

Please explain: _____

e. No, I have never stopped attending school 90.5 (5)

A-7. When did you first enroll in your current school/program?

(approximately, if you aren't sure) _____ / _____
month year

A-8. What is the name of the school district in which you live:

_____

A-9. Before enrolling in your current school/program, which type of school did you attend? (CHECK ONLY ONE)

a. public school 95.0 (1)

b. private school (not church sponsored) 1.0 (2)

c. parochial or church sponsored school 2.3 (3)

d. did not attend school .8 (4)

A-10. Please indicate which type of school/program you now attend? (CHECK ONLY ONE)

a.	a regular public high school other than the one I would normally attend	4.5	(1)
b.	a nonpublic high school	.3	(2)
c.	an alternative school/program	3.7	(3)
d.	an Area Learning Center	1.0	(4)
e.	a college, university, community college, or technical college	76.3	(5)

A-11. With whom do you currently live? (CHECK ALL THAT APPLY)

a.	Both parents	53.3
b.	Mother only	8.5
c.	Father only	2.3
d.	Parent and other adult	1.5
e.	Other relative(s)	4.3
f.	Foster parent(s)	0
g.	Guardian(s)	.3
h.	Friend(s)	12.0
i.	Other	30.8
	Please specify: _____	
j.	Alone	5.0

BEST COPY AVAILABLE

B. REASONS FOR PARTICIPATING AND DECISION-MAKING

B-1. Who **first** had the idea that you might benefit from changing schools to participate in the High School Graduation Incentives Program? (CHECK ONLY ONE)

a.	Myself	56.5	(1)
b.	My parent(s)/guardian(s)	8.0	(2)
c.	Both my parents and myself	11.0	(3)
d.	The school	8.8	(4)
e.	My social worker	.3	(5)
f.	My probation officer	0	(6)
g.	Other, WHO?	12.0	(7)

B-2. Please indicate whether the following people at your old school mainly encouraged or discouraged you in the decision to change schools/programs? (CHECK ONLY ONE FOR EACH PERSON LISTED)

	(1) Encouraged	(2) Discouraged	(3) Neither	(4) Not involved
a. Parent or guardian	81.3	3.5	7.0	5.0
b. Teacher	45.5	10.0	13.8	25.3
c. Counselor	59.3	9.5	15.3	13.0
d. Principal	25.0	10.0	14.3	44.8
e. Friends	57.5	6.3	16.0	15.3
f. Other	9.0	1.3	4.7	13.3

B-3. Which of the following reasons were important to you in your decision to change schools/programs? (CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.)

		CHECKED	CIRCLED
a.	To help me stay in school	13.8	2.7
b.	To follow the advice of my school counselor or principal	11.3	0
c.	To leave a school I didn't like	20.8	6.8
d.	To re-enter school after dropping out	2.3	0
e.	To change to more individualized or personalized learning	35.3	8.0
f.	To take courses not available in my school	50.3	21.8
g.	To help me decide whether or not to pursue more education	20.8	6.0
h.	To be able to work and go to school	11.3	1.0
i.	To get teachers who are really interested in me and how I'm doing	15.7	.5
j.	I was required to attend to stay on welfare	0	0
k.	To stay in school after getting pregnant or becoming a parent	1.3	.3
l.	I was required to attend by my drug/alcohol treatment program	0	0
m.	To avoid being bored	31.7	5.5
n.	To get away from friends who were a bad influence	6.8	.5
o.	Other (PLEASE SPECIFY) _____	16.3	20.5

B-4. Who made the **final** decision about your participation in the program? (CHECK ONLY ONE)

a.	Myself	83.5	(1)
b.	My parent(s)/guardian(s)	2.3	(2)
c.	Both my parents and myself	8.5	(3)
d.	The school	3.0	(4)
e.	My social worker	.3	(5)
f.	My probation officer	0	(6)
g.	Other, WHO? _____	.8	(7)

B-5. The following statements refer to your school experiences before you changed schools/programs. (CHECK ONE RESPONSE FOR EACH STATEMENT)

		(1) Strongly agree	(2) Agree	(3) Disagree	(4) Strongly disagree
a.	I got along well with my teachers	46.8	45.5	3.7	2.0
b.	Discipline was fair in my school	16.0	59.0	18.0	4.5
c.	Students often disrupted class	11.3	32.8	49.3	4.3
d.	My teachers were interested in me	22.3	57.3	14.0	3.5
e.	When I worked hard on school work, my teachers praised my effort	23.3	52.0	20.3	1.8
f.	In class I often felt "picked on" by my teachers	.8	5.0	56.0	36.5
g.	In school I often felt "picked-on" by other students	3.0	13.3	47.3	34.5
h.	Most of my teachers really listened to what I had to say	18.0	58.5	16.3	3.5
i.	I didn't feel safe at school	1.0	3.0	43.3	51.0
j.	Most classes were interesting and challenging	8.0	35.5	40.3	13.5
k.	Most classes repeated information I had already learned	11.8	39.0	43.3	3.3
l.	My counselors were helpful to me	21.0	45.0	18.0	12.8
m.	I received adequate help in choosing the courses I took	12.8	55.5	20.8	8.8
n.	School interfered with work	1.5	6.8	55.8	32.8

C. SOURCES OF INFORMATION ABOUT THE PROGRAM

C-1. How did you find out about your current school program?
CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE ONE MAIN REASON.

		CHECKED	CIRCLED
a.	A teacher	18.3	6.0
b.	A principal or program director	13.5	1.8
c.	A counselor	38.8	14.0
d.	Friends	34.5	19.2
e.	Parents/guardians	19.5	8.8
f.	Welfare/social worker	.5	.3
g.	Probation officer	0	.3
h.	Printed information from my former school	12.3	2.3
i.	A meeting at my former school	5.3	1.5
j.	Radio, TV, newspaper	4.5	1.5
k.	Community agency (Youth Services Bureaus, YMCA, crisis center, community action council)	.3	0
l.	Drug/alcohol treatment center	0	0
m.	OPTIONS Hotline (toll free number)	0	0
n.	My church or synagogue	.8	.3
o.	Other (PLEASE SPECIFY) _____	7.0	7.5
p.	I don't remember/don't know	2.5	1.0

C-2. What kinds of problems did you have getting information about the program? (CHECK ALL THAT APPLY)

a. I did not have any problems getting good information	66.0
b. I had difficulty finding out where to go to get the information I needed	16.3
c. After I requested information, it took a long time to arrive	6.0
d. The information was hard to understand or confusing	4.7
e. The information was inaccurate	3.0
f. My former school was not helpful	14.5
g. My new school was not helpful	3.7
h. I had trouble finding out if I was eligible	3.3
i. The application process was complicated	6.5
j. Other (PLEASE SPECIFY)_____	10.0

_____

D. SATISFACTION/EXPECTATIONS

D-1. How satisfied were you with your **old** school/program, and how satisfied are you now with your **new** school/program? (CHECK ONLY ONE FOR EACH SCHOOL)

		Old school program	New school program	
a.	Very satisfied	12.3	49.3	(1)
b.	Satisfied	50.5	40.3	(2)
c.	Dissatisfied	22.0	2.5	(3)
d.	Very dissatisifed	8.8	.8	(4)
e.	No opinion yet	2.0	2.0	(5)

D-2. Since you started in your new school/program, how well are you doing with your school work? (CHECK ONLY ONE)

a.	I am doing better than I was in my old school	31.7 (1)
b.	I am doing about the same as I was in my old school	57.5 (2)
c.	I am doing worse than I was in my old school	7.0 (3)

D-3. The following are possible **benefits** that might result from your changing schools/program. Please indicate the ways in which your new school/program has made a difference for you. CHECK **ALL** THAT APPLY, THEN GO BACK AND CIRCLE **ONE MAIN REASON**.

		CHECKED	CIRCLED
a.	I come to school more regularly	20.0	1.0
b.	I have more in common with other students	38.5	2.5
c.	I have fewer school problems	26.0	.3
d.	I have fewer personal problems	14.7	.5
e.	My teachers and counselors take more time with me and understand me better	27.0	2.3
f.	My classes are smaller	27.8	2.0
g.	I can proceed at my own level and pace	35.3	5.7
h.	Teachers make classes apply to real life	38.3	2.3
i.	I am learning more in my new program	56.3	17.3
j.	My basic reading and math skills have improved	21.5	.5
k.	I feel better about myself and my abilities	50.8	6.5
l.	I am more sure I will finish high school	17.5	.5
m.	I feel I will be better trained for a job	34.3	3.7
n.	I am able to go to school and take care of my children	2.3	.3
o.	I am able to go to school and hold a job	27.0	.5
p.	I get along better with my family	12.3	0
q.	I am being treated as a capable and worthwhile person	42.3	3.3
r.	I have more friends	28.0	.3
s.	I am taking responsibility for my own schooling	46.5	21.0
t.	Other (PLEASE SPECIFY)	11.5	5.7

BEST COPY AVAILABLE

D-4. Some students have had problems changing schools or programs. For each possible problem stated below, please indicate whether it is a major problem, a minor problem, or not a problem for you. (CHECK ONLY ONE FOR EACH ITEM)

		(1) A major problem	(2) A minor problem	(3) Not a problem
a.	Transportation to my new school/program is difficult	5.5	27.8	63.3
b.	People at my former school made it hard for me to participate in this program	4.3	17.3	74.5
c.	Getting child care is hard	.3	1.3	76.0
d.	I don't feel prepared to handle the assigned course work in this program	1.5	18.0	76.0
e.	Classes are held at inconvenient times	1.0	18.8	75.3
f.	It is hard to make new friends in this program	3.7	13.3	78.8
g.	Teachers aren't very helpful	3.0	10.5	81.8
h.	Other problems (PLEASE SPECIFY)			
	_____	5.3	2.3	XXXXXXX
	_____	_____	_____	XXXXXXX

D-5. How could your new school/program be improved?

_____

_____

_____

_____

D-6. Which of the following best describes your expectations for the future **before** changing schools/programs and **now**? (CHECK ONLY ONE ANSWER FOR EACH COLUMN)

		Before I thought I would:	Now I plan to:	
a.	Graduate from high school and enroll in college	68.0	65.5	(1)
b.	Graduate from high school and enter a vocational/technical training program	5.3	6.8	(2)
c.	Graduate from high school and enter the military service	1.3	1.8	(3)
d.	Graduate from high school and find a good job	2.5	2.5	(4)
e.	Graduate from high school and be a full-time parent/homemaker	0	.3	(5)
f.	Drop out of high school, but complete my GED	0	.8	(6)
g.	Drop out of high school, but find a good job	.3	0	(7)
h.	Drop out of high school and try to find whatever work is available	0	0	(8)
i.	Uncertain	2.7	1.0	(9)

D-7. If you are no longer attending school through the High School Graduation Incentives Program, please indicate below why you no longer attend: (CHECK ONLY ONE)

a.	I returned to my old school	5.3	(1)
b.	I have earned my high school diploma	58.8	(2)
c.	I have earned my GED	.8	(3)
d.	I dropped out of school	.5	(4)
e.	Other (PLEASE SPECIFY) _____	11.8	(5)

BEST COPY AVAILABLE

E. FAMILY INFORMATION

E-1. Have you or your family received welfare or public assistance at any time during the past five years?

a. Yes 11.0 (1)

b. No 87.8 (2)

E-2. How much education have your parents/guardians completed? (CHECK ONLY ONE ANSWER FOR EACH COLUMN)

		Mother (guardian)	Father (guardian)	
a.	Did not graduate from high school	2.7	9.0	(1)
b.	High school graduate	30.3	23.3	(2)
c.	Business or trade school	13.0	12.3	(3)
d.	Some college	16.8	17.5	(4)
e.	College graduate	16.8	12.8	(5)
f.	More than 4 years of college	16.3	20.5	(6)
g.	I don't know	1.8	2.3	(7)

E-3. Do you and your family speak a language other than English at home?

a. Yes 6.0 (1) IF YES, PLEASE INDICATE WHAT LANGUAGE IS SPOKEN IN YOUR HOME: _____

b. No 92.3 (2)

THANK YOU FOR COMPLETING THIS SURVEY! PLEASE PUT YOUR SURVEY IN THE ENVELOPE PROVIDED AND RETURN AS SOON AS POSSIBLE TO THE MINNESOTA DEPARTMENT OF EDUCATION.